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(DOMINION BUREAU OF STATISTICS)
EDUCATION STATISTICS BRANCH

Annual Survey of education in Canada
1919/20 - 1923

(HISTORICAL STATISTICAL)
SURVEY OF EDUCATION
IN CANADA

[1919/20] - 1923

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PREFACE

The following report constitutes a historical statistical survey of education in Canada, compiled as the result of eighteen months' study of the education statistics of the country and including the more important available statistics from the beginning of the century. It is intended to serve as an introduction to a series of annual statistical reports based upon the operation of the new scheme of co-ordinated statistics of education approved by the Conference of Dominion and Provincial Officials on Education Statistics, held in October, 1920. (The report of that conference may be obtained on application to the Dominion Bureau of Statistics.) In the present report the aim has been to achieve the maximum of comparability of the past and present education statistics of the provinces. It was the realization that this comparability was at best partial that led to the preparation of the scheme submitted to the Conference on Education Statistics for more comparable and really national statistics of education in the future.

The report is in eight parts. Part I contains a necessary explanation of the varying terminology employed in the several provinces in regard to education, and a summary of provincial educational legislation and practice. In Part II will be found a general summary of Canadian education statistics, attention being specially directed to Table I, a statistical summary of Canadian education for 1919. Part III contains an analysis of the distribution of pupils by grade, sex and age, its statistics thus having an important bearing on the questions of acceleration, retardation and elimination of pupils. The statistics of teachers, their qualifications, experience and salaries, are treated in Part IV. Statistics of the education of adolescents in secondary and technical schools are given in Part V, which also includes a treatment of the growing movement for consolidated schools. The cost of education in the publicly controlled elementary and secondary schools of Canada is given by provinces in Part VI. Part VII, after a short treatment of the movement for medical inspection, furnishes statistics of the education of the blind and of deaf-mutes, and Part VIII gives the statistics of higher education in Canada, an interesting feature being Table 117, which classifies the students in Canadian universities and colleges by their provinces of residence.

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PART I.—DEFINITION OF TERMS AND SUMMARY OF EDUCATIONAL LEGISLATION AND PRACTICE.

SCHOOL UNITS.

The smallest school unit is of course the classroom, by which is meant here a school room in charge of a teacher who keeps the register and in which pupils assemble for registration of enrolment. The term classroom has a special meaning in New Brunswick; when a school has an enrolment of from 50 to 60 pupils a room called the "school room" must be provided, sufficiently large to accommodate all the pupils at one time. This "school room" is in charge of a "teacher." Attached to this room is a small room called a "classroom", in charge of a "classroom assistant," into which a portion of the pupils is withdrawn from time to time, usually for the purpose of being drilled on the lesson that the "teacher" has just taught. When the enrolment is between 80 and 100 one "school room" and two "classrooms" are provided; when the enrolment reaches 100 there are two "school rooms" or "departments" with two "teachers" with or without classrooms and the school is an "advanced graded school."

Classroom.

The term "department" is used by every province except New Brunswick in almost the same sense as classroom, that is, a classroom of a graded school in charge of a teacher, but in British Columbia it is called a "division." Department is also used in another sense; a teacher in a high school is usually a specialist in some subject such as history, science or manual training. This specialty is the teacher's "department." Each full time teacher has one classroom of which he keeps the register. The part time teacher, who is usually a specialist in technical or special subjects, has a register to keep, but his pupils may be already enrolled on the registers of the academic teachers. In some western cities the music, art and other specialists are more or less itinerant; that is, they teach in one institution during one part of the day and another during another.

Department.

Division.

In Nova Scotia, New Brunswick and Saskatchewan, a classroom in charge of a teacher is designated by the term "school." For example, a graded institution with eight teachers, each in charge of a grade or class, would be said to consist of eight schools.

School.

The term "classroom" will be used in this report when possible in its usual non-technical sense; when the term "school department" is used it will be in strict adherence to provincial terminology, or because there is some uncertainty as to whether it is or is not a classroom. The number of classrooms in a province, in conjunction with the number of pupils, will indicate the school accommodations provided, but will not necessarily correspond to the number of teachers, partly because of the existence of the more or less itinerant specialists already mentioned, and partly because owing to the frequent changes of teachers, the number of teachers in a province during the year will not be the number teaching at one time.

The smallest legislative school unit (or, strictly, rural school unit) is called a "school district" in all the provinces except Nova Scotia and Ontario, where it is called a "school section." As in nearly all the provinces the organization of a rural district is different from that of an urban, it will be necessary to describe the practice of each province in detail. The one definition that is of

School
District.
Section.

Trustee.

universal application throughout the Dominion, except in Quebec (and in the rural municipal districts of Nova Scotia, Manitoba and British Columbia) is that a rural district or section is a legislative school unit governed by a board of three trustees elected by the ratepayers for three years (and in some provinces by the poll-tax-payers as well). This board in its legislative capacity passes certain by-laws at its annual meetings and in its executive capacity hires or dismisses a teacher and generally is responsible for keeping the school in successful operation. All its functions are under the strict supervision and control of the school inspector and the central Department of Education.

Minor District.

In Prince Edward Island, a rural school district must have an area of four square miles or must contain at least 30 children between the ages of 5 and 16. It has a board of three trustees. The town and city of Summerside and Charlottetown each forms one district with a board of seven trustees, four of whom are appointed by the Lieutenant-Governor in Council for four years and three by the city council for three years. If the number of children between 5 and 16 in a district once established falls below 30 and the average attendance below 15, the district is reduced to a "minor district" and the legislative grant to the teacher is also reduced. The annual meeting is held on the Third Tuesday in June.

Section.

In Nova Scotia, a rural school section has a board of three trustees, one of whom may be a poll taxpayer and two, ratepayers. In incorporated towns the board of trustees is called the Board of School Commissioners and consists of two members selected by the Governor in Council and three selected by the town council from its own members. There is another class of "school commissioners" in Nova Scotia who will be described later and are called "district commissioners." If the rateable property of a section has an assessed value of less than \$4,000, or if the section contains less than 12 families and is so isolated that it cannot be united with a contiguous section, it is called a "poor section," and, if it votes not less than 2 per cent of the assessed value of its property, it receives from the Government an extra grant of \$60 a year. The annual meeting in Nova Scotia is held on the last Monday in June or as decided by the council. Any resident has a vote if he has paid his poll tax.

Poor Section.

Annual Meeting.

Poor District.

In New Brunswick there is a board of three trustees in rural districts, five trustees in incorporated towns and nine trustees in the city of St. John. A "poor district" means almost the same as "poor section" in Nova Scotia, and is entitled to one-third more Government grant than other districts. The annual meeting takes place on the second Monday in July and ratepayers only may vote.

Board of Commissioners.

In Quebec the organization of a school district is different from that prevailing in the Maritime Provinces. The main legislative unit here is the municipality. The regular school board is called the Board of Commissioners and in rural communities consists of five members. If within this municipality there is a minority of either Catholics or Protestants who maintain a separate school, the board of such a school is called a Board of Trustees and consists of three members. The commissioners and the trustees attend to the assessment of their respective spheres of control except in the matter of taxing corporations, in which case the commissioners levy the taxes and apportion the proceeds to the trustees according to the proportion which the number of children in the separate school unit bears to that in the main district. The usual mistaken impression that the main district is necessarily Catholic and the separate school

Protestant should be corrected here. If a district has a majority of Protestants the main schools are Protestant, and the separate, Catholic. It should be made clear also that one Board of Commissioners may have control of several schools, also called "districts" (sometimes a rural board has as many as 30), a school manager being appointed for each school.

School
Manager.

In Ontario the organization of the rural school district, or section as it is called, is similar to that in the Maritime Provinces. There are four types of rural section: (1) Sections in unsurveyed districts (2) sections in unorganized townships, (3) the rural section proper, that is the school section in organized townships (here the council of the township has power to appoint a board of trustees if the rate-payers fail to elect one), (4) the rural union school section or a section formed by uniting parts of a township otherwise divided for municipal purposes, or adjoining parts of different townships. In the latter case the union section is considered as belonging to the township in which the school-house is situated, or if there are more than one school-house, in the township which has the largest amount of assessed property in the union school section. Each type of section mentioned has a board of three trustees. If the union is between

Section.

Union School
Section.

Urban
Municipal.

Rural
Consolidated
Section.

Urban School
Section.

High School
Districts.

Separate
Schools.

Public School.

The urban school section has a board of six or more trustees in incorporated villages and two trustees for each ward in towns and cities. The high schools are organized by "districts" with a "High School Board" or a "Collegiate Institute Board" of six or more trustees appointed by the county council or the town council as the case may be. The "Separate School Section" (that is, the sections separately organized by Roman Catholic, Protestant or coloured minorities) within this district appoints one representative to this High School Board. Ontario as well as Quebec has separate schools and while in Quebec the separate school is not necessarily Protestant, so in Ontario it is not necessarily Catholic, although it is usually so. The regular or main school in Ontario (not counting the secondary schools), is called the "Public School." A "public school" may exist in a Roman Catholic community, in which case a Protestant or coloured minority on petition by five heads of families are allowed to form a separate school section, or the public school may be in a Protestant community, in which case the Roman Catholic or coloured minority may form a separate school section. These separate schools have usually a board of three trustees and have an organization similar to that of the public schools.

Manitoba has the unorganized territory district and the usual rural school "district," with a board of three trustees, which may be formed within a twenty square mile area, or in a community where there are at least ten children between the ages of 5 and 16. It has also the "union school district," organized similarly to that in Ontario. The consolidated school district has a board of five trustees. These, besides their ordinary function, have power to expend money on roads, if the municipality has neglected to do so. Manitoba carries centralization a step further, in having what is known as a municipal school district, formed on petition of 25 per cent of the ratepayers in a municipality. Such a district may be

made up of several school districts in which the schools may go on independently as before, but the trustee boards of these districts are abolished and one central municipal school board is formed, consisting of two members from each ward of the municipality. If the municipal school district includes an incorporated village, this village is represented by three trustees in addition to the ward trustees. The members of this school board are paid a sessional indemnity of \$3 a day. They have power to consolidate or amalgamate two or more schools within the municipality without any further formality. The incorporated village district has a board of between three and seven trustees. The town and city districts have boards of two trustees from each ward. There is also a high school district formed within a certain "territory." This territory is usually made up of an existing school district together with contiguous areas. The High School Board is made up of the existing board of the original district and three trustees from the new parts of the territory. The high school board has no separate identity from the elementary school board as it has in Ontario.

In Saskatchewan, a rural school district may be formed within an area of 20 square miles, with no dimension over five miles, having 10 children between the ages of 5 and 16. If an area containing 6,000 acres of assessable land, and 10 ratepayers has 20 children between 5 and 16, the Minister of Education may order a district to be created if the ratepayers have failed to establish one. A rural school district in Saskatchewan is wholly outside the limits of a city, town or village. A consolidated district is a large district which may have an area of 50 or more square miles. The rural and village school boards consist of three trustees, the town of five, while the city is represented by wards. The High School Board of Trustees has a separate identity as in Ontario. Saskatchewan uses the same terminology as Ontario and with the same meaning in the case of "public" and "separate" schools, high schools and collegiate institutes.

In Alberta a district may be formed within areas four miles square containing four ratepayers and eight children from 5 to 16 years of age. The subdivision into rural, village, town and city school areas has the same significance as in Saskatchewan. The high school board in Alberta has no separate identity.

In British Columbia the rural districts outside the municipalities are called "assisted schools" and have boards of three trustees. The remaining schools are divided as follows:—

- (a) High schools.
- (b) City school districts of the first class. These must have an average attendance of 1,000 or over. They have a board of seven trustees.
- (c) City school districts of the second class—average attendance of 250-999. Board—five trustees.
- (d) City school districts of the third class—average attendance under 250. Board—three trustees.
- (e) Rural municipality districts with the same meaning as in Manitoba. Board—five trustees. Nearly all of (e) are graded schools and a large number of even the assisted schools are graded so that centralization and consolidation (though not so called) prevail in British Columbia to a greater extent than in any other province. Out of the 72,000 pupils enrolled in 1919, only about 10,000 attended ungraded schools.

In any province, except Nova Scotia, where the term municipal district is used it applies to a centralized school district composed of the school units within a municipality, with one central board of trustees. The different school units are not necessarily amalgamated when the municipal district is formed. In Nova Scotia, this term has a special meaning. Here it is a district roughly one third of an inspectorate, and formed for the purpose of controlling and supervising the activities of the different school sections within the district. The province is at present divided into thirty three such districts. The Board of District Commissioners (not to be confused with the Board of School Commissioners, as the trustee boards of towns and cities in Nova Scotia are called) consists of not less than seven members, appointed by the council of the district and meets annually. The inspector is ex-officio clerk of this board.

Municipal
District.

The inspectorate, called in Prince Edward Island, New Brunswick and British Columbia "Inspectorial district," in Nova Scotia, "Inspectorial division," and in Manitoba "Inspector's territory," is, as its name implies, the domain of an inspector. In all provinces except Ontario inspectors are appointed and paid by the Lieutenant-Governor in Council of the province; in Ontario they are appointed and paid half their salary by the municipality, the province paying the remainder. In British Columbia there may be also a municipal inspector in addition to the Government inspector.

Inspectorate.

Department of Education.

The chief educational authority in each province is the Department of Education, called in Quebec the Department of Public Instruction. In all provinces, except Quebec, the chief officer (or officers) of the department is either a member of the Executive Council or the Council as a whole. In Quebec the Department of Public Instruction is completely separated from the sphere of politics. The organization of the department of education in each province may be summarized as follows:—

Prince Edward Island.

- (1) Board of Education, consisting of the members of the Executive Council, the principal of Prince of Wales College and the chief superintendent as secretary.
- (2) Chief Superintendent.

Nova Scotia.

- (1) Council of Public Instruction—the members of the Executive Council with the Superintendent of Education as secretary.
- (2) The Superintendent of Education who is ex-officio secretary of the Council of Public Instruction, administrator of the educational statutes, except in doubtful cases, general supervisor of education and inspector of the county academies.
- (3) Advisory Board of Education—seven members, of whom 5 are appointed by the Lieutenant Governor-in-Council, and 2 are elected by the teachers' association. The tenure of office of this board is two years. The members are paid a sessional indemnity.

New Brunswick.

- (1) Board of Education—the Lieutenant-Governor, the Executive Council and the Chancellor of the University of New Brunswick, with the Chief Superintendent of Education as secretary. A quorum is constituted by the Lieutenant-Governor or the Premier and three members of the Executive Council with the Chief Superintendent as secretary.
- (2) Chief Superintendent of Education, supervisor and administrator under board and president of the Senate of the University of New Brunswick.

Quebec.

- (1) Superintendent of Public Instruction, appointed by the Crown, who is ex-officio President of Council of Public Instruction. The link between the Department of Public Instruction and the Government is the Provincial Secretary.
 - (2) Two Deputy Heads, called the French and English secretaries of the department.
 - (3) Council of Public Instruction comprising—
 - (1) All Roman Catholic Bishops or Vicars Apostolic in Quebec.
 - (2) An equal number of Roman Catholic laymen.
 - (3) An equal number of Protestants.
 - (4) Two Inspectors-General—a Roman Catholic and a Protestant.
- ~~(The department has no powers in regard to the creation or closing of schools, nor the appointment or dismissal of teachers).~~

Ontario.

- (1) Minister of Education—a member of the Executive Council.
- (2) Deputy Minister of Education—permanent representative of the minister in his administrative capacity.
- (3) Superintendent of Education, appointed by Lieutenant-Governor in Council, permanent representative of the minister in his supervisory capacity.
- (4) Advisory Council of Education, consisting of twenty members as follows:—
 - (1) President of the University of Toronto.
 - (2) Superintendent of Education (no vote).
 - (3) Three additional representatives of the University of Toronto.
 - (4) Four representatives of other Ontario universities.
 - (5) Two members elected by high school teachers.
 - (6) Four elected by public school teachers.
 - (7) One elected by separate school teachers.
 - (8) Two representatives of public school inspectors.
 - (9) Two representatives of school trustees.

Manitoba.

- (1) Minister, (2) Deputy Minister, (3) Superintendent.
- (4) Advisory Board appointed for two years and consisting of—
 - (1) Eight members appointed by Lieutenant-Governor in Council, two of whom are trustees of rural schools.
 - (2) Two elected by the elementary and intermediate school teachers.
 - (3) One elected by the high school and collegiate institute teachers.
 - (4) One elected by the inspectors.

Saskatchewan.

- (1) Minister, Deputy Minister, Superintendent, Registrar.
- (2) Council of Education, of which the Minister is president, consisting of five members of whom two must be Roman Catholic.
- (3) Advisory Board, constituted as in Manitoba.

Alberta.

- (1) Minister, Deputy Minister, Assistant Deputy Minister, Supervisor of Schools.
- (2) Education Council, constituted as in Saskatchewan and Manitoba.

British Columbia.

- (1) Council of Public Instruction, consisting of a Minister of Education and the members of the Executive Council.
- (2) Deputy Minister.
- (3) Superintendent.

It will be gathered from the above that the superintendent in Prince Edward Island, Nova Scotia and New Brunswick combines the functions of the deputy minister and superintendent in Ontario, Manitoba, Saskatchewan and British Columbia. Besides the officials mentioned and the education office staffs there is in most provinces an official inspector whose function is to deal with special cases. In some provinces this office is permanent, in others the official inspector is appointed temporarily as circumstances demand.

Types of Schools.

The term "ungraded school" will mean the same thing in every province, except perhaps New Brunswick; that is, a one-room school. In New Brunswick, as has been mentioned, a school may have a small classroom attached, in charge of a classroom assistant and still be an ungraded school. When a second "teacher" is employed the school will be "graded," with two departments instead of a "school room" plus a "classroom." The term graded school will, in like manner, be universally understood. To be erected into a graded school, that is to draw a Government grant for a second teacher, a district must have a minimum number of pupils enrolled with a minimum average daily attendance. This minimum varies in different provinces. Perhaps it will be well to call once more to mind that the term "school" itself is liable to misinterpretation. In Nova Scotia, New Brunswick and Saskatchewan it applies to only one classroom; that is, a graded institution with eight departments or classrooms would have eight "schools," while a one-room school building with its grounds and equipment is also a school. This use of the term is not strictly adhered to in Saskatchewan; the name "Alexandra School," for instance, means a large graded institution, not a single room. In consequence of this it is not always possible to know from the reports whether one department or a whole institution is meant. In all the other provinces the term "school" applies to the whole institution.

Two general types of schools will be mentioned constantly in this report: (1) Elementary, (2) Secondary. By elementary school will be understood a classroom in which the work of elementary grades is taught (that is, work below that of grade IX) with or without work of secondary grades (above grade VIII.) By secondary schools will be meant a classroom in which work of secondary grade only is taught. Since a great diversity exists in the nomenclature of the provinces when referring to these two types, it will be well to define the usage of each province separately.

In Prince Edward Island there are four types of schools (school=school institution, not classroom).

- (1) The "primary" or one room school. In this school all the grades up to IX, X or Prince of Wales College entrance may be taught.
- (2) The "advanced graded" school. This is a school of more than one department, or classroom in charge of a teacher, and is to be usually found in small villages and may be found in any community where the average attendance is 35 or over.
- (3) The "first class" school. This is a school with two or more classrooms or teachers, and is classified by its equipment, building and grounds rather than its size. It must provide facilities for teaching High School work in its upper classrooms. In Charlottetown, Summerside and Montague are to be found first class schools with one or more classrooms devoted exclusively to secondary work, carrying the pupils as far as Entrance into Prince of Wales. These classrooms are secondary schools proper.
- (4) Prince of Wales College, an institution doing Secondary, Normal School and some University work.

In Nova Scotia the elementary institutions are called "common schools" and the secondary schools are called either "high schools" or "county academies." The county academy is usually situated in the county town and is free to all the pupils in that county, while the high school is situated in any community large or wealthy enough to support one, and is free to all the pupils of that community. The county academy is inspected by the Superintendent of Education; all the other schools by the divisional inspector. In Nova Scotia there is another type of school called the "superior school," which must have a successful class "A" teacher. If this school passes inspection on the score of its teacher, grounds and equipment, it receives a special superior Government grant of \$150. This, however, is a classification by merit, not by type, and must not be confused with the school of the same name in New Brunswick.

In New Brunswick there are four types of schools: (1) the primary (one-room school), (2) advanced (a graded school), (3) superior school (graded and with at least one room teaching work above grade VII), and (4) grammar or high school (graded and with at least one room teaching work above grade VIII). The superior school may be situated in, supported by, and free to all pupils in the municipal subdivision of a county called in New Brunswick a "parish," if that parish contains 6,000 inhabitants. The grammar school is usually situated in the county town and supported by and free to all the pupils of the county. If there is no grammar school in a county a superior school must be established in lieu thereof. A superior and grammar school cannot co-exist in the same parish. In a graded institution the upper room teaching work above grade V, not the whole institution, is called the "superior school." This superior school would resemble the intermediate school in Manitoba, while the grammar school would correspond to the county academy in Nova Scotia. These two types of schools require teachers with at least "superior" license and "grammar school" license respectively. They receive special Government grants.

In Quebec there are in both Protestant and Catholic institutions three types of school: (1) the elementary, (2) the model, and (3) the academy. The elementary school is a school which has facilities for teaching work up to the end of the fourth year in the Catholic schools, or the seventh year in the Protestant; the model school, work up to the end of the sixth year in Catholic and tenth year in Protestant; the academy, work up to the end of the eighth year in Catholic and the eleventh year in Protestant. The model school in the Protestant institutions, may have two purely secondary departments. The Protestant academies are included among the secondary schools in the provincial reports, while the term secondary is confined to the classical colleges in the case of the Catholic schools, the other institutions being designated as "primary" although their academies may have as many as one or more purely secondary departments or classrooms. It must be borne in mind that the academy in Quebec, which may teach all the grades, has no resemblance to the academy in Nova Scotia, which is a purely secondary institution.

In Ontario, the elementary schools are called public and separate schools, and the secondary schools are called continuation schools, high schools and collegiate institutes. The continuation school is a secondary institution in a community not sufficiently developed to support a high school. The term collegiate institute in the sense in which it is used in Ontario would be misunderstood in Nova Scotia, where it means a private or affiliated college or a degree conferring institution.

In Manitoba, the elementary schools are so called, and the secondary schools are called high schools, and collegiate institutes. If there is a collegiate department in a school it is called a collegiate department, not a school. In Manitoba as well as the other Prairie Provinces, most of the village and town schools teach secondary work and a number of them have purely secondary departments. These schools may be performing all the functions of secondary

schools, but have not yet been brought under high school organization. In Manitoba these are called intermediate schools. These schools are not encouraged to teach work above grade IX or X.

In Saskatchewan the elementary schools are called public and separate schools as in Ontario. These include such schools as are called intermediate in Manitoba. The secondary schools are called high schools and collegiate institutes, with the same meaning as in Ontario. A high school may not attempt to teach work above grade XI, if the institution has not a complement of three teachers. "School" in Saskatchewan means the same as in Nova Scotia, viz., classroom.

In Alberta there is no separate legislative organization for elementary and secondary institutions, but they are none the less a reality, and receive special grants. In Alberta a school receives a special grant if it provides facilities for teaching work above grade VII, if the attendance above this grade is at least 15. Such facilities are really provided in all towns and most villages as in Saskatchewan and Manitoba, so that Alberta has intermediate schools. A large number of the towns and all the cities have high schools as separate institutions.

In British Columbia, the elementary schools are: (1) the assisted schools, (2) the rural municipality schools, and (3) the city graded schools. The high school in British Columbia is emphatically the secondary institution, that is, it is here that nearly all of the secondary work is done. In 1919 all the pupils in the province doing work of secondary grade, except 252, were taught in the high schools, while in the other provinces a large proportion of the pupils in secondary grades were taught in institutions which were not technically known as high schools. The comparative numbers taking secondary work in secondary schools and in elementary (including intermediate) schools will be found on page 18.

Normal Schools.

The term normal school is understood everywhere as an institution for the training of teachers. Attached to these institutions are model schools, which term has the same meaning in every province except Quebec, where the term model school is used to designate what would be termed an intermediate school in some other province. The model school in the other provinces is used for practice teaching for the pupil teachers or students in normal schools. In Ontario there is a type of model school which is really a normal school for students training for third class teachers' certificates. It was not always possible to know from the reports which of those attending model schools were teachers in training and which practice pupils. In this report these teachers in training are all included among the normal school students and no distinction is made between the model or practice pupils and the pupils of the public schools. Normal training in Prince Edward Island is given in Prince of Wales College and the work is taken along with the academic work. In the other provinces the normal school is an institution separate from the secondary school and requires a minimum academic standing from students who wish to be admitted to its classes. This academic standing and the time requirements will be given in the definitions of the classification of teachers.

Special Schools.

In all the provinces there are provisions made and special Government grants offered to encourage technical training and night schools. The night school is a rapidly growing institution, but the regulations governing it are so uniform in the different provinces and the grants paid by the Government so subject to change that there will be no great value in giving these for each province. Generally these schools are for children or adults over the compulsory age or who are unable to attend the day schools. A small fee is usually charged,

but the fee is usually refunded as a reward for regular attendance. In Nova Scotia provision is made forbidding the teacher of the day school under certain circumstances to take charge of the night school. In all the provinces the night-school teacher must be qualified. Academic or cultural studies are taken up as well as commercial or technical subjects. By technical school is here meant any institution, not a university, which teaches subjects other than academic. These subjects include commercial subjects, agriculture, handicrafts, etc. In all the provinces the teaching of commercial subjects, agriculture (at least in the form of school gardening), manual training, etc., in the day school, is encouraged by special grants to schools showing efficiency in the work, and to teachers who have taken special training in these subjects. Some provinces have full commercial courses on their programme of studies in collegiate institutes. The work of these courses is usually considered as belonging to the same grade as the first two years of secondary work. In Manitoba and Saskatchewan, especially, the regular collegiate institutes are often called "technical institutes," because of their technical as well as academic courses. At the present stage it is impossible to give definite statistics of the activities of the different provinces in technical work. In some provinces, notably the Prairie Provinces, the technical work is so interwoven with the regular school work that any figures given for the technical schools would be already included in the statistics of the regular day schools; in Nova Scotia the technical work might mean the elementary work done in the day schools throughout the country or might mean the high order of work done in the technical schools at Halifax and Sydney, where students qualify as mining engineers, etc. In Ontario are to be found distinctly technical schools. These are separately classified and their statistics are not included with those of ordinary elementary or secondary schools. In Quebec the technical work is more or less interwoven with university work. This is also true of all the secondary activities in Quebec. It is almost impossible to avoid duplication in giving the figures for Quebec universities, technical schools and Roman Catholic secondary schools (the classical colleges). It should, therefore, be understood that whenever figures for technical schools are given in this report, they are given to illustrate technical activities, not to show the number of persons taking technical training as distinct from those taking other forms of training. Before this latter information can be given, schedules will have to be devised which among other things will provide for information on the following points:—

- (1) The number of pupils or students following any course of technical work in a day technical institution.
- (2) The number of these who are not already enrolled in the regular day schools.
- (3) The academic standing of this second group at entering the technical institution.

Ages of Free Admission Into Schools.

(1) *Prince Edward Island*.—Resident children between the ages of 5 and 16; older children if there is accommodation.

(2) *Nova Scotia*.—Trustees must provide accommodation for all residents over 5 years of age who wish to attend.

(3) *New Brunswick*.—Trustees must provide accommodation for residents between 6 and 20; others may attend if there is accommodation.

(4) *Quebec*.—Usually 7 to 16 in elementary schools, but there is nearly always a fee charged and children 7 to 14 have to pay this fee whether they attend school or not.

(5) *Ontario*.—The public schools are free to all residents (except separate school supporters) between the ages of 5 and 21.

(6) *Manitoba*.—Accommodation must be provided for all residents between the ages of 5 and 21 in rural communities, and 6 and 21 in urban.

(7) *Saskatchewan*.—In rural and village districts between 5 and 21; in towns and cities, between 6 and 21.

(8) *British Columbia*.—Accommodation must be provided between the ages of 5 and 16 years.

Ages of Compulsory Attendance.

(1) *Prince Edward Island*.—Ages 7 to 13, inclusive; yearly attendance must be thirty weeks in Charlottetown and Summerside and twenty weeks elsewhere, six weeks of which must be consecutive.

(2) *Nova Scotia* (at option of ratepayers).—Ages 7 to 12, but board in towns, may forbid employment of children from 6 to 16. Within the age limits, children in town schools must attend at least 120 days in the school year.

(3) *New Brunswick* (on resolution of trustees, but the question must be brought up at every annual meeting until adopted).—Ages 7 to 12 or grade VII standing; in St. John, Chatham and Newcastle, 6 to 14; period eighty full days. Employment of children under 16 may be forbidden by board.

(4) *Quebec*.—No compulsory regulations.

(5) *Ontario*.—

(a) Children 8 to 14 must attend full time; children from 5 to 8, if they attend at all, must attend full time.

(b) Adolescents 14 to 16 who have not attained a university matriculation standing must attend full time; those exempted on the plea of circumstances compelling them to go to work must attend part time for 400 hours a year. This law comes into effect in September 1921.

(c) Adolescents 16 to 18 (who have not come under (b)) must attend part time during 320 hours a year. This law has not yet come into effect.

Manitoba.—All children between 7 and 14 (who have not matriculation standing) must attend full time. Any pupil over 14 if enrolled must attend regularly. A child over 13 may be exempted for employment, but only six weeks in the year. Employment under 14 (except as mentioned) is forbidden. The board of any district having an attendance officer may compel children to attend up to the age of 15.

Saskatchewan.—All children 7 to 14 who have not passed grade VIII standing must attend full time. Employment of children under 14 forbidden. Deaf-mutes between the ages of 8 and 15 must attend an institution seven months in each year.

Alberta.—All children 7 to 15 who have not passed grade VIII must attend full time. If they have reached the age of 14 and are usefully employed they may be exempted.

British Columbia.—All children 7 to 14 inclusive must attend full time during the school year.

School Year.

Prince Edward Island.—July 1 to June 30; in Charlottetown and Summerside, calendar year.

Nova Scotia.—August 1 to July 31.

New Brunswick, Quebec, Manitoba and British Columbia.—July 1 to June 30. (In Ontario the secondary school year is from July 1 to June 30).

Ontario, Saskatchewan and Alberta.—Calendar year.

Vacations.

Prince Edward Island.—In Charlottetown and Summerside (and in other incorporated towns if desired), eight weeks in summer and one week in December; elsewhere there is a summer vacation of six weeks beginning July 1, a fall vacation of one week in October, and a winter vacation of one week in December.

Nova Scotia.—Summer vacation of eight weeks in July and August (but with the consent of the inspector trustees may fix these for January and February) and two weeks beginning Saturday before Christmas.

New Brunswick.—Summer vacation of 8 weeks commencing July 1, winter of two weeks commencing the Saturday before Christmas.

Ontario.—July 1 to August 31; December 23 to January 2; one week following Easter.

Saskatchewan.—In rural and village districts at least seven weeks in the year, of which one to six weeks must be in summer. The summer vacation comes between July 1 and October 1, and the winter between December 23 and February 15. In towns and cities at least seven weeks, six weeks commencing July 2 and nine days commencing December 23.

Alberta.—In rural districts, seven to ten weeks; summer between June 15 and September 1; winter December 24 to January 2. In towns and cities eight to 10 weeks.

British Columbia.—Summer, last Friday in June up to the fourth Sunday in August; winter, two weeks preceding first Monday in January. Easter, four days following Easter Monday.

The foregoing definitions and summary of legislation and practice will demonstrate the impossibility of giving strictly comparable statistics for all the provinces. Table I, which contains a summary statement of the most important statistical items connected with education in the various provinces in the Dominion, is placed at the beginning of the report as a table of reference. It must, however, be used as a reference, subject to the limitations already indicated. The figures, taken from the annual reports of the several Departments of Education, are compiled from the sworn statements of the teachers and trustees or inspectors throughout the provinces, but at the same time it must be borne in mind that they do not always mean exactly the same thing in each province. There are also some items given which are only partial, where complete figures were not available. Whenever a partial item is given, attention will be called to the fact in a foot note. Partial figures are useful in indicating proportions, and have the value attached by scientists to information collected by the sample method. They are better than approximations or estimates, in that they are not so misleading or so subject to error as estimates, and they enable the student of education to form his own estimates. The terms here as elsewhere, unless definitely stated otherwise, are used in the generally accepted English meaning of these terms, and not in the technical sense in which they may be used by any province.

PART II.—SUMMARY OF EDUCATION STATISTICS FOR YEAR 1918-19.

Schools Represented.

The summary table and the general historical tables which follow represent Elementary and Secondary Schools under public control, that is, under the control of the Department of Education of each province. In other words, they represent the public education extended to children and adolescents. They also include universities, professional colleges, technical and agricultural public institutions where it is possible to include these; they also include private business colleges. The statistics available for private institutions are very meagre but efforts are now being made to collect such figures, and it is to be hoped that before very long it may be possible to give these statistics on a comparative basis with the statistics of publicly controlled schools, and that the sum total will be available to compare with a table of population of school age.

School Attendance.

Tables 1, 2, 3 and 4 will help to give a conception of the proportion of the population taking advantage of public educational opportunities. The figures for illiteracy have been included in table 4 for two reasons; (1) for convenience in making calculations if actual numbers instead of percentages are required, and (2) for the reason that the number of illiterates, that is, the number unable to read or to write any language, represents roughly the number of those who are not and never have been at school. It will at once be clear that such figures under the age of ten have very little value and show up to the disadvantage of provinces in which the children are late in commencing school. In the Census of 1916 of the Prairie Provinces, and hereafter in all the provinces, illiteracy will be ascertained in the case of the population over the age of 10 instead of 5 as heretofore.

DOMINION BUREAU OF STATISTICS

1.—Statistical Summary of Education in Canada

NUMBER OF PUPILS

	Type of Institution.	P.E.I.	N.S.
1	Elementary and Secondary Grades in Publicly Controlled Schools.....	17,587	106,982
2	Technical and Vocational Publicly Controlled Schools—Day Courses ³	—	—
3	Technical and Vocational Publicly Controlled Schools—Evening Courses ³	—	2,830
4	Normal Schools.....	—	255
5	Classical Colleges (Quebec).....	—	—
6	Affiliated and Professional Colleges.....	522	738
7	Universities.....	—	1,348
8	Schools for the Blind and Deaf-Mutes.....	—	231 ⁴
9	Other Publicly Controlled Institutions.....	—	—
10	Private Business Colleges—Day Courses ³	78	967
11	Private Business Colleges—Night Courses ³	22	59
12	Private Elementary and Secondary Schools ³	—	2,242
13	All (Day) Institutions.....	18,187	112,763
14	All (Night) Institutions.....	22	2,889
	Grand Total (excluding duplicates).....	18,209	115,652
	Population in 1911.....	93,728	492,335
17	Population of Prairie Provinces in 1916.....	—	—

DISTRIBUTION OF THE PUPILS IN ELEMENTARY

	P.E.I.	N.S.
1	Number of boys enrolled.....	8,882
2	Number of Girls enrolled.....	8,705
3	Total in Elementary Grades.....	16,787
4	Boys in Elementary Grades.....	—
5	Girls in Elementary Grades.....	—
6	Total in Secondary Grades.....	800
7	Boys in Secondary Grades.....	—
8	Girls in Secondary Grades.....	—
9	Total in Secondary Grades in Secondary Schools.....	—
10	Boys in Secondary Grades in Secondary Schools.....	—
11	Girls in Secondary Grades in Secondary Schools.....	—
12	Number of Pupils in Graded Schools.....	6,463
13	Number of Pupils in Ungraded Schools.....	11,350
14	Number of Pupils in Rural Schools.....	11,350
15	Number of Pupils in Village, Town and City Schools.....	6,463

ATTENDANCE OF THE PUPILS IN ELEMENTARY AND

	P.E.I.	N.S.
1	Aggregate number of days attended during the year.....	1,742,007
2	Average number attending each day.....	10,908
3	Average number of days Schools were open during year.....	159.70
4	Average number of days pupils attended during year.....	99.05
5	Average number of days lost by pupils during year.....	100.95
6	Percentage of total attendance in average attendance.....	62.10
7	Percentage proportion of Secondary to Elementary Grades.....	4.77

TEACHERS AND ACCOMMODATION IN

	P.E.I.	N.S.
1	Teachers in Publicly Controlled Schools.....	594
2	Male Teachers.....	102
3	Female Teachers.....	492
4	Number of School districts having Schools in operation.....	466
5	Number of Schools districts without Schools in operation.....	9
6	Number of School-houses.....	467
7	Number of class-rooms in operation.....	601
8	Number of graded Class-rooms in operation.....	195
9	Number of ungraded one-room Schools.....	406
10	Average number of pupils to a class-room.....	29.73
11	Average number of pupils to a class-room in graded Schools.....	33.41
12	Average number of pupils to a class-room in ungraded schools.....	27.95

EXPENDITURE IN PUBLICLY

	P.E.I.	N.S.
1	Total Expenditure on Education.....	285,960
2	Total Expenditure on Education by Governments.....	187,488
3	Total Expenditure on Education by Ratepayers, etc.....	98,472
4	Expenditure on Secondary Schools.....	—
5	Expenditure on Elementary Schools.....	—
6	Expenditure on Teachers' Salaries.....	—
7	Expenditure on Teachers' Salary in Secondary Schools.....	—
8	Expenditure on Teachers' Salary in Elementary Schools.....	—
9	Average Annual Cost per pupil enrolled.....	16.26
10	Average Annual Cost per pupil in Average Attendance.....	26.18

(¹For the whole year. ²1918 figures. ³Incomplete. ⁴45 of these are from New Brunswick, 10 from P.E.I. and 5 from work in Elementary Schools and of these latter the sex is not given. The number given by sex are attending Secondary of whom are in Secondary Grades. ⁵Including Maternal Schools, 5,883; Elementary Schools, 263,391; Model Schools, 93,895 of these are included in the Statistics of the Universities and Classical Colleges. ⁶Including Draft and Confection Schools, 4,428. ⁷Included in Private Schools, etc. ⁸In Quebec most of these are called Independent Schools and include Elem-

by Provinces, 1919, or latest year reported.

ATTENDING EDUCATIONAL INSTITUTIONS.

N.B. ¹	Quebec.	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.	
71,029	448,093	564,655	123,452	164,219	121,567	72,006	1,689,590	1
54	425	4,505	115	55	1,099	990	7,093	2
800	3,027 ⁹	37,370	1,888	411	1,557	2,448	50,331	3
263	1,223	1,329	593	1,058	488	692	5,901	4
—	7,711	—	—	—	—	—	7,711	5
—	— ¹⁰	5,291	1,841	60	634	55	9,141	6
812	3,849	9,892	2,013	1,637	1,106	1,530	22,187	7
—	549	405	159	—	—	—	1,344	8
—	8,095 ¹¹	—	—	—	—	—	8,095	9
494	(2,244) ¹²	8,117	2,552	627	878	141	16,098	10
164	(792) ¹²	3,762	1,555	390	703	104	7,551	11
—	43,996 ¹³	—	—	2,873	2,632	—	51,743	12
72,652	509,513	594,194	130,725	170,529	128,404	75,414	1,812,381	13
964	7,455	41,132	3,443	801	2,260	2,552	61,518	14
73,616	576,968	635,326	134,168	171,330	130,664	77,966	1,873,899	15
351,889	2,003,232	2,523,274	455,614	492,432	374,663	392,480	7,179,658	16
—	—	553,860	647,835	496,525	—	—	—	17

AND SECONDARY PUBLICLY CONTROLLED SCHOOLS.

N.B. ⁵	Quebec. ⁷	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.	
31,784	236,933	281,462	—	83,916	61,206	35,954	792,628	1
33,136	255,156	283,193	—	80,303	60,361	36,052	811,404	2
62,895	481,669	523,236	115,456	155,219	113,635	65,928	1,632,669	3
—	—	266,367	—	—	—	33,562	—	4
—	—	262,550	—	—	—	32,638	—	5
2,025	10,420	41,419	7,996	9,000	7,932	6,078	94,808	6
—	—	15,095 ⁶	—	—	—	2,392 ⁸	—	7
—	—	20,643 ⁶	—	—	—	3,414 ⁸	—	8
1,213	—	40,477	6,809	4,751	—	5,806	—	9
—	—	15,095	—	1,910	—	2,392	—	10
—	—	20,643	—	2,841	—	3,414	—	11
32,004	—	—	80,563	—	68,329	61,639	—	12
32,916	—	—	42,889	—	53,238	10,367	—	13
46,194	—	217,129	—	93,943	53,238	31,110	—	14
18,722	—	347,526	—	70,276	68,329	40,896	—	15

SECONDARY PUBLICLY CONTROLLED SCHOOLS.

N.B.	Quebec.	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.	
8,697,828 ¹	—	—	—	18,490,031	13,478,701	8,960,593	—	1
45,797 ¹	365,803	328,197	83,564	98,791	74,776	56,692	1,130,434	2
189,921	185	—	—	157-15	180-26	157-88	—	3
122-45 ¹	146-26	—	—	94-51	111-00	124-30	—	4
77-55 ¹	53-74	—	—	105-49	89-00	75-70	—	5
64-48 ¹	75-23	58-16	67-68	62-16	61-51	78-73	64-73	6
3-22 ⁵	—	8-03	6-92	5-80	6-99	9-23	5-81	7

PUBLICLY CONTROLLED SCHOOLS.

N.B. ⁵	Quebec. ¹	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.	
2,107	16,213	14,267	3,479	6,550	4,902	2,332	53,456	1
136	2,473	1,663	669	1,269	1,082	486	8,043	2
1,971	13,740	12,604	2,810	5,117	3,820	1,846	45,249	3
1,299	—	—	2,040	3,941	2,796	582	—	4
—	—	—	—	204	250	15	—	5
—	7,589	6,995	1,838	—	—	873	—	6
1,950	12,824	14,267	3,479	5,005	4,128	2,261	47,327	7
782	—	—	1,849	—	1,552	1,697	—	8
1,168	—	5,000	1,630	—	2,576	564	—	9
33-28	35-63	39-58	35-48	30-23	29-45	31-85	35-70	10
40-92	—	—	43-58	—	44-04	36-32	—	11
28-19	—	—	26-31	—	20-70	18-38	—	12

CONTROLLED SCHOOLS.

N.B. ¹	Quebec.	Ontario. ²	Manitoba.	Sask.	Alberta.	B.C.	9 Provinces.	
1,530,256	16,844,684	18,588,890	8,827,092	11,783,943	8,805,529	4,228,720	72,992,667	1
277,996	2,145,976	1,315,918	691,981	1,339,019	713,083	1,791,154	8,895,111	2
1,252,260	14,698,708	17,272,972	8,135,111	10,444,924	8,092,446	2,437,566	64,100,556	3
—	—	3,412,167	—	350,681	—	—	—	4
—	—	15,176,723	—	11,433,258	—	—	—	5
—	—	11,145,680	3,296,035	5,048,460	3,560,318	2,710,554	—	6
—	—	2,118,529	—	235,460	—	384,265	—	7
—	—	9,027,151	—	483,000	—	2,326,289	—	8
21-54	29-38	31-43	46-34	60-79	52-89	58-73	35-06	9
33-41	37-10	52-98	73-72	97-79	85-99	74-59	54-16	10

B.C. ⁵For the six months ended June 30th. ⁶The true totals for Secondary Grades are given. Many of these take the Schools. ⁷Inclusive of Independent Schools but exclusive of Classical Colleges which have 7,711 students, a large number and Academies, 84,919. ⁸Including technical and vocational Schools, 1,061; Arts and Trades, 1,966. ⁹In Quebec most 2,719; Schools of Agriculture, 497; School for Higher Commercial Studies, 126; Dairy School, 325, and "Night Schools," 27,662.

2.—Historical Summary of Enrolment in Publicly Controlled Elementary and Secondary Schools in Canada by Provinces, 1901-1919.

Year.	TOTAL NUMBER ENROLLED.									
	P.E.I.	N.S.	N.B. ¹	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	20,779	98,410	66,689	314,881	492,534	51,888	—	—	23,615	1,068,796
1902.....	20,803	99,059	67,425	321,288	490,860	54,056	—	—	23,901	1,077,394
1903.....	19,956	98,768	65,951	326,183	487,880	57,409	33,191 ¹	—	24,499	1,113,837
1904.....	19,031	96,886	65,278	329,666	484,351	58,574	41,033 ¹	—	25,787	1,120,606
1905.....	19,272	100,252	66,897	335,768	487,635	63,287	25,191	24,254	27,354	1,149,909
1906.....	18,986	100,332	66,635	341,808	492,544	64,123	31,275	28,784	28,522	1,173,009
1907.....	19,036	100,007	66,422	347,614	493,791	67,144	37,622	34,338	30,039	1,196,013
1908.....	18,012	100,105	66,383	352,944	501,641	71,031	47,086	39,653	33,223	1,230,160
1909.....	18,073	101,680	67,785	367,012	507,219	73,044	55,116	46,048	36,227	1,272,204
1910.....	17,932	102,035	68,154	374,547	510,700	76,247	55,392	55,307	39,670	1,310,117
1911.....	17,397	102,910	68,951	389,123	518,605	80,848	72,260	61,660	49,451	1,356,879
1912.....	17,078	103,984	69,199	400,036	526,951	—	81,896	70,414 ³	50,170	1,319,728
1913.....	17,555	105,269	69,663	411,784	542,822	83,679	101,463	79,909	57,384	1,469,752
1914.....	18,069	106,351	70,622	435,895	561,927	93,954	113,985	89,910	61,957	1,552,976
1915.....	18,402	107,768	72,013	448,087	569,030	100,963	122,862	97,286	64,264	1,601,035
1916.....	18,362	109,189	73,007	464,447	560,340 ²	103,796	129,439	99,201	64,570	1,622,351
1917.....	18,190	109,032	71,981	463,390	561,865	106,588	142,617	107,727	65,118	1,646,508
1918.....	17,861	108,097	71,782	467,508	564,655	109,925	151,326	111,109	67,516	1,669,776
1919.....	17,587	106,982	71,029	486,201	584,724	114,662	164,219	121,567	72,006	1,738,977

¹These figures include both Saskatchewan and Alberta. ²This figure does not include secondary schools. ³The total given in the report for this year was 71,044, but the aggregate of the number of pupils by grade was 70,414.

BOYS.

Year.	P.E.I.	N.S.	N.B. ¹	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	11,319	49,768	30,870	153,801	247,351	—	—	—	12,069	505,178
1902.....	11,271	50,247	30,767	156,304	244,509	—	—	—	12,254	505,352
1903.....	10,845	49,789	30,172	158,987	242,618	—	—	—	12,559	504,970
1904.....	10,259	48,536	29,892	160,014	240,674	—	—	—	13,330	502,705
1905.....	10,427	50,465	30,854	162,982	242,061	—	—	—	14,104	510,893
1906.....	10,196	50,198	30,913	166,967	243,572	—	16,376	14,701	14,524	547,447
1907.....	10,213	49,849	30,289	170,193	243,593	—	19,454	17,707	15,247	556,545
1908.....	9,449	49,906	30,600	171,471	248,032	—	24,773	19,516	17,111	570,858
1909.....	9,578	50,758	31,489	179,146	250,652	—	28,930	23,701	18,659	592,913
1910.....	9,573	50,918	31,933	182,431	250,327	—	34,084	28,406	20,351	608,023
1911.....	9,152	50,985	31,871	189,116	253,220	—	37,692	31,753	23,162	626,951
1912.....	8,995	51,498	32,062	193,263	256,532	—	42,380	36,717	25,734	647,181
1913.....	9,186	52,105	31,924	198,492	263,154	—	52,679	41,449	29,544	693,284
1914.....	9,514	52,656	32,244	210,937	271,677	—	59,340	46,769	31,890	715,027
1915.....	9,714	53,649	33,437	217,660	278,508	—	63,710	50,140	33,059	739,877
1916.....	9,565	53,944	33,089	225,425	273,676	—	66,497	50,375	32,874	745,445
1917.....	9,291	53,560	32,025	232,362	280,597	—	72,691	54,446	32,480	758,457
1918.....	9,101	52,731	31,858	224,248	281,462	—	76,896	56,011	33,540	765,842
1919.....	8,882	52,491	31,784	233,834	292,310	56,884	83,916	61,206	35,954	857,261

GIRLS.

Year.	P.E.I.	N.S.	N.B. ¹	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	9,460	48,642	29,550	161,080	233,778	—	—	—	11,546	494,056
1902.....	9,532	48,812	29,710	164,984	234,151	—	—	—	11,647	498,836
1903.....	9,111	48,979	29,141	167,206	233,382	—	—	—	11,940	499,759
1904.....	8,772	48,350	28,867	169,652	232,016	—	—	—	12,457	500,114
1905.....	8,845	49,787	29,546	172,786	233,094	—	—	—	13,250	507,308
1906.....	8,790	50,134	29,768	174,841	234,812	—	14,899	14,083	13,998	541,325
1907.....	8,823	50,158	29,262	177,421	234,956	—	18,168	16,631	14,692	549,111
1908.....	8,563	50,199	29,795	181,473	237,101	—	22,313	20,137	16,132	565,693
1909.....	8,495	50,922	30,448	187,866	238,751	—	26,186	22,347	17,568	582,583
1910.....	8,359	51,117	31,061	192,116	241,430	—	31,308	26,901	19,319	601,611
1911.....	8,245	51,925	31,202	200,007	244,708	—	34,568	29,907	21,783	622,345
1912.....	8,083	52,486	31,502	206,773	258,857	—	39,516	34,327	24,234	655,778
1913.....	8,369	53,164	31,656	213,292	256,379	—	48,784	38,460	27,840	663,197
1914.....	8,555	53,695	32,066	224,958	264,696	—	54,645	43,141	30,067	711,823
1915.....	8,688	54,119	33,068	230,427	271,792	—	59,152	47,146	31,205	735,617
1916.....	8,797	55,245	33,459	239,032	269,214	—	62,942	48,826	31,696	749,211
1917.....	8,899	55,472	32,751	240,028	281,268	—	69,926	53,281	32,638	774,263
1918.....	8,760	55,361	32,990	243,260	283,193	—	74,430	55,098	33,976	787,068
1919.....	8,705	54,491	33,136	252,367	292,414	57,778	80,303	60,361	36,052	875,607

3.—Average Daily Attendance in Publicly Controlled Elementary and Secondary Schools in Canada by Provinces, 1901-1919.

Year.	AVERAGE DAILY ATTENDANCE.									
	P.E.I.	N.S.	N.B. ¹	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	12,330	53,643	37,473	232,255	275,234	27,550	—	—	15,335	653,960
1902.....	12,884	55,438	38,657	236,924	275,910	28,306	—	—	15,808	—
1903.....	12,112	55,213	38,032	243,123	275,385	36,479	16,321	—	16,627	—
1904.....	11,722	54,000	37,567	246,319	273,815	31,326	20,918	—	17,071	692,916
1905.....	11,627	56,342	39,402	255,420	281,674	33,794	13,493	13,375	18,871	724,171
1906.....	11,903	59,165	38,482	263,111	285,330	34,947	15,770	14,782	19,809	743,496
1907.....	11,543	57,173	38,790	266,510	284,998	37,279	19,841	17,310	20,459	754,060
1908.....	11,647	58,343	40,202	271,019	292,052	40,691	26,081	18,923	23,473	782,584
1909.....	11,543	61,787	42,501	285,729	295,352	41,405	28,998	22,225	25,662	815,449
1910.....	11,632	65,630	42,596	293,035	299,747	43,885	34,517	29,611	28,423	849,344
1911.....	10,511	61,250	42,791	301,678	305,648	45,303	38,278	32,556	32,517	870,801
1912.....	10,916	63,640	43,685	314,520	315,255	—	49,329	39,226	37,384	874,239
1913.....	11,003	65,686	44,375	324,447	330,474	48,163	56,005	45,888	43,072	969,380
1914.....	11,170	66,599	44,534	344,547	346,509	58,778	65,009	54,582	49,090	1,041,108
1915.....	11,694	70,361	47,889	360,897	365,959	68,250	72,113	61,112	52,494	1,111,075
1916.....	11,347	69,227	48,069	373,364	355,364 ²	66,561	71,522	60,271	50,880	1,106,878
1917.....	11,319	70,118	46,860	367,468	369,081	69,209	88,758	65,374	52,577	1,141,065
1918.....	11,334	67,923	46,515	369,057	328,197	69,968	91,010	68,489	54,748	1,107,467
1919.....	10,908	65,906	45,797	365,803	388,768	72,072	98,791	74,776	56,692	1,179,513

¹The total enrolment and average attendance for N.B. have been calculated on a yearly basis, and the enrolments of boys and girls are given for half yearly terms; the annual reports of this province give the average attendance by half yearly terms only, but as they give the aggregate attendance it has been possible to calculate the data for the whole year as above. ²Change in the year for secondary schools; these figures include elementary schools only.

4.—Total Population of Nine Provinces in Canada according to the Census of 1901 and 1911, and of the Prairie Provinces in 1916; also Population at School Ages 5-19 inclusive and 7-14 inclusive for the same years.

Province.	Total Population.			Population 5-19 years inclusive.			Population 7-14 years inclusive.			Percentage of Illiterates of 5 years and over.		
	1901.	1911.	1916.	1901.	1911.	1916.	1901.	1911.	1916.	1901.	1911.	1916.
P.E.I.....	103,259	93,728	.....	37,306	31,263	.....	20,133	16,616	.....	10.77	7.61	.....
N.S.....	459,574	492,338	.....	153,534	157,540	.....	80,828	84,367	.....	14.25	10.34	.....
N.B.....	331,120	351,889	.....	114,242	116,040	.....	61,066	62,588	.....	16.20	14.05	.....
Que.....	1,648,898	2,003,236	.....	508,838	679,905	.....	311,151	372,235	.....	17.70	12.66	.....
Ont.....	2,182,947	2,523,274	.....	689,070	715,888	.....	364,064	376,970	.....	8.75	6.51	.....
Man.....	255,211	455,614	553,860	87,927	136,317	169,824	47,329	71,579	93,547	14.55	14.10	12.9
Sask.....	158,940	492,436	647,835	52,888	136,554	192,938	28,783	72,426	107,395	31.29	13.70	12.3
Alta.....	178,657	374,663	496,525	58,757	102,936	143,313	.....	54,988	79,511	.....	12.72	10.4
B.C.....	178,657	392,480	.....	52,888	89,500	.....	20,889	42,538	.....	24.80	11.61	.....
Total.....	5,318,606	7,179,658	1,698,220	1,754,562	2,165,943	506,075	934,243	1,154,307	280,453	14.40	10.50	.....

²The population at 7-14 was not given by these ages in 1901. Instead of this the population at 5-9 and 10-14 years inclusive was given. The figures at 7-14 years inclusive in above table have been estimated on the assumption that five and six year olds constituted the same proportion of the 5 to 9 year group in 1901 as in 1911.

In table 5 is to be found a summary of the population by separate ages in school for the year 1910 as published in Bulletin XIX of the Census of 1911.

5.—Percentage by Ages of the Population between 5 and 24 years of age at School in 1910 according to the Census of 1911.

—	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Canada.
5.....	10.69	15.76	6.73	13.79	15.03	7.48	8.35	6.64	5.01	13.99
6.....	39.65	48.54	35.66	49.55	49.94	34.42	31.30	26.91	32.45	44.50
7.....	70.90	74.78	65.99	76.37	78.62	63.17	53.92	51.43	66.39	72.16
8.....	83.41	83.91	80.10	86.66	86.89	74.12	65.65	61.02	75.45	82.05
9.....	88.75	87.46	84.88	90.10	89.48	79.21	71.45	65.22	78.86	85.75
10.....	90.94	88.64	87.01	90.24	89.83	78.57	71.69	67.52	78.72	86.13
11.....	92.29	89.43	87.51	89.66	90.12	81.64	74.96	69.14	79.54	86.87
12.....	89.77	86.82	85.58	84.60	88.36	79.27	72.33	67.92	77.74	83.83
13.....	86.47	82.11	81.39	73.59	83.61	76.67	68.66	65.77	75.46	77.75
14.....	74.69	70.78	69.27	54.55	68.42	66.53	57.73	57.10	71.45	63.26
15-17.....	33.92	33.17	34.07	19.96	29.10	32.51	25.16	30.31	32.27	27.12
18-20.....	4.12	5.90	5.62	3.55	5.97	5.82	3.16	4.66	4.71	4.91
21-24.....	1.06	1.07	1.01	1.04	1.34	0.81	0.46	0.63	0.71	1.03
5-20.....	53.07	53.36	50.78	51.05	52.27	46.37	40.40	39.47	44.81	49.76
7 to 14.....	84.60	82.86	80.05	80.96	84.27	74.64	66.71	62.83	75.33	79.83
7-14 (Rural).....	84.24	82.16	77.90	81.27	82.89	71.06	64.99	57.98	70.03	77.90
7-14 (Urban).....	87.24	84.31	87.68	80.43	86.14	82.93	79.87	81.09	80.49	83.38

6.—Percentage of Total Enrolment in Attendance in Publicly Controlled Schools in Canada by Provinces, 1901-1919

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces.
1901.....	59-34	54-50	56-19	73-76	55-81	52-90	.....	.....	64-94	61-74
1902.....	61-93	55-90	57-34	73-74	56-21	52-36	.....	.....	66-13	.....
1903.....	60-69	55-90	57-65	74-53	56-44	63-54	.....	.....	67-87	.....
1904.....	61-59	55-80	57-55	75-03	56-53	53-40	.....	.....	66-16	61-83
1905.....	60-33	56-30	58-88	76-07	57-56	53-40	.....	.....	68-94	62-98
1906.....	62-69	58-90	57-76	76-97	57-81	54-50	50-31	51-00	68-39	63-39
1907.....	60-63	57-10	58-39	79-54	57-69	55-52	52-48	54-00	66-63	63-05
1908.....	64-66	58-20	60-56	76-79	58-22	57-28	55-00	48-00	69-62	63-62
1909.....	63-86	60-70	62-70	77-85	58-43	56-68	52-25	48-24	69-97	64-19
1910.....	64-86	64-30	62-48	78-25	58-69	57-50	52-80	53-54	70-54	64-83
1911.....	60-40	59-50	62-06	77-52	58-94	56-30	53-00	52-08	71-27	64-18
1912.....	63-91	61-20	63-13	78-62	59-82	.....	60-31	55-21	74-88	66-24
1913.....	62-67	62-40	63-71	79-77	60-88	57-56	55-10	57-41	75-12	65-95
1914.....	61-81	62-40	63-06	79-44	61-66	62-56	57-02	60-71	79-30	66-92
1915.....	63-54	65-30	66-49	80-54	64-31	67-50	58-70	62-81	81-73	69-33
1916.....	61-79	63-40	65-84	80-39	65-44	64-10	55-30	60-75	78-78	68-23
1917.....	62-20	64-30	65-09	79-29	65-69	64-93	62-24	60-68	80-74	69-31
1918.....	63-46	62-80	64-78	78-94	58-16	63-65	60-14	61-64	81-08	66-32
1919.....	62-00	61-60	64-48	75-23	66-49	62-86	62-16	61-51	78-73	67-83

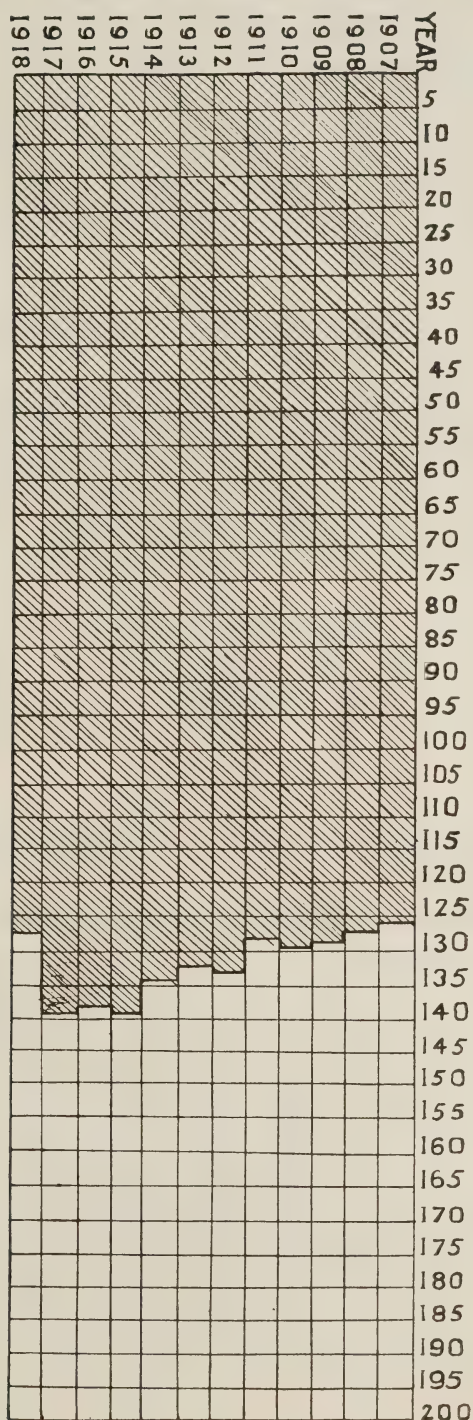
Percentage of Attendance.

Table 6 shows the percentage of the enrolment of publicly-controlled schools in average daily attendance for the years 1901-19. The methods by which this percentage is computed should be explained. If 20 pupils attend 150 days each during the year, their aggregate daily attendance is said to be 3,000. If the school was open 200 days, the average daily attendance of that school is said to be 15 pupils (3000 divided by 200) and the percentage of attendance is the percentage which this 15 is of the total enrolment of 20; that is, 75 per cent. The average daily attendance of a whole province is the sum of the averages for each school and the percentage of attendance is the percentage this average bears to the total enrolment of the province. Whether this method is strictly adhered to is uncertain. It is clear that such a percentage is open to several criticisms, one of which may be mentioned:—

As it is almost impossible to ascertain how many pupils are counted twice in the total enrolment—that is, the number of pupils who are enrolled in one school for a part of the year and in another for another part—it gives an underestimate of the actual time spent by the pupils in school. For example: if 100 pupils attended 100 days in one school and then 100 days in another, their real attendance would be 100 per cent, but they would appear in the reports as 200 pupils with an aggregate attendance of 20,000 days, an average attendance of 100 a day and a percentage attendance of 50. It is possible that the duplication mentioned prevails to a considerable extent, especially in these days of influx from rural communities into urban. Hereafter, great care will be exercised to eliminate one possibility of duplication—the case of pupils transferred from one classroom or grade to a higher being counted twice.

There is reason to believe that most departments provide against this form of duplication; the question is whether inexperienced teachers strictly conform to the instructions of the departments. The importance of ascertaining a true percentage of attendance is great. If a province showed a percentage of attendance of 60, where the average number of days schools were open was 150, it would mean that the children in that province were present on an average only 90 days out of the 200 or more days the schools were expected to be open. In eight such years the pupils would receive on an average but 720 days of instruction, that is 3.6 years. They could not be expected to be as well advanced as pupils in a province where the schools were open on an average of 190 days and where the percentage of attendance was 80, or 152 days a year attendance for each child, or 6 years attendance out of the eight. The low percentages in

Diagram showing, on the Basis of a 200-day School Year, the Proportion of the Time Attended (shaded) and the Proportion of the Time Lost (white) in Twelve Years by Pupils Actually Enrolled in Publicly Controlled Schools in Canada.



the western provinces are possibly due in a large measure to the duplication mentioned. They are also due to the severe winter climate and other causes. As these percentages, however, are assumed to be computed on the same basis from year to year, a historical table of this kind will be valuable as indicating improvements or fluctuations from year to year, and as a record of the times. In 1918 and 1919 there was an epidemic of Spanish influenza. The effects upon attendance at school can easily be seen in a historical table of this kind. In the case of an old province like Nova Scotia the effect can be seen in an enrolment table in the drop in the enrolment from 109,000 to 106,000, but in new provinces where the school enrolment is growing so rapidly there was a larger enrolment than in previous years. The table of percentages of attendance, however, shows a serious drop.

The diagram on page 23 does not represent the time lost by those who did not attend school at all nor the time lost by pupils in districts where the schools were not open during the full school year. A much better table to show this wastage is given by Nova Scotia, New Brunswick and Alberta. It shows the actual number of days the pupils are attending throughout the year. A table of this kind will probably be adopted by all provinces in the near future. A table proposed for all the provinces, graduated by 20 days' intervals, as 20 days correspond fairly closely to a school month, will now be given:—

Number of pupils attending less than 20 days.

“	“	20— 39 days.
“	“	40— 59 “
“	“	60— 79 “
“	“	80— 99 “
“	“	100—119 “
“	“	120—139 “
“	“	140—159 “
“	“	160—179 “
“	“	180—199 “
“	“	200 days and over.

The results shown by such a table in the provinces of Nova Scotia and Alberta will now be given.

7.—Attendance of Pupils in Nova Scotia Publicly Controlled Schools by groups of days, 1904-1919.

Year.	Number of Pupils Attending.						Total.
	Less than 20 days.	20 to 49 days.	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 days and over.	
1904.....	7,778	14,197	18,983	22,256	30,107	3,565	96,866
1905.....	7,547	13,725	18,780	22,263	33,741	4,196	100,252
1906.....	7,117	12,968	17,588	21,218	36,821	4,620	100,332
1907.....	7,667	13,961	19,225	23,481	33,061	2,612	100,007
1908.....	7,064	13,168	17,569	20,951	34,930	6,423	100,105
1909.....	6,676	12,612	18,306	23,531	39,141	1,414	101,680
1910.....	6,583	12,253	18,417	23,141	40,136	1,505	102,035
1911.....	7,188	13,617	19,256	23,777	37,194	1,878	102,910
1912.....	6,804	12,351	18,043	23,065	41,102	2,619	103,984
1913.....	6,421	12,006	17,569	23,460	43,418	2,405	105,269
1914.....	6,724	12,012	17,147	22,909	45,504	2,055	106,351
1915.....	5,892	10,679	15,672	21,655	48,881	4,989	107,768
1916.....	6,170	11,777	18,121	24,572	45,897	2,652	109,189
1917.....	5,941	11,577	16,323	23,546	48,435	3,210	109,032
1918.....	6,397	12,135	19,717	26,272	42,127	1,449	109,097
1919.....	7,545	13,646	20,745	36,168	27,675	203	106,982

8.—Attendance of Pupils in Alberta Publicly Controlled Schools by groups of days, 1910-1919.

Year.	Number of Pupils Attending.						Total.
	Less than 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	Over 200 days.	
1910.....	5,385	10,818	15,536	10,989	11,938	641	55,307
1911.....	5,986	11,474	17,595	12,637	13,253	715	61,660
1912.....	6,002	12,060	20,456	15,238	16,578	710	71,044
1913.....	6,018	12,814	21,383	17,503	21,358	833	79,909
1914.....	5,884	12,489	22,711	19,500	28,201	1,125	89,910
1915.....	5,394	12,594	23,325	21,038	32,635	2,300	97,286
1916.....	6,679	13,403	25,502	22,034	30,747	836	99,201
1917.....	7,094	14,860	26,973	24,581	33,765	454	107,727
1918.....	9,253	21,641	29,427	42,746	8,000	42	111,109
1919.....	7,008	16,392	31,343	28,550	37,711	563	121,567

School Accommodation.

The significance of the period of attendance discussed above can be judged fairly only when the facilities provided for regular and full attendance are known. These consist mainly of three items:—

- (1) The length of the school year.
- (2) The number of school departments or classrooms in operation during the year.
- (3) The period during which these classrooms were open.

The length of the school year.—A full school year in most provinces has about 200 teaching days, or slightly more, over and above holidays. It will be well known, however, that such causes as the influenza epidemic may considerably shorten this period. Sickness on the part of a teacher will have the same effect in the country but not in the city, where a substitute is usually provided in such cases.

The number of school departments or classrooms in operation.—A table of the number of classrooms in operation will of course imply that there is a teacher in charge of each. This table in conjunction with one of school enrolment will help to form a conception of the number of pupils to a teacher and a classroom. If this is too large it will be clear that accommodation is deficient. It will not, however, take into account the number of children without accommodation in districts not in operation or in outlying districts where a school has not yet been provided. A better estimate of this can be formed by taking the number of classrooms in operation in conjunction with the number of people between 5 and 20 in a province. It will be seen by reference to page 14 that free admission is extended in most provinces to children and adults of these ages. Indication of growth in such accommodation, as shown in a historical table, will mean far more than the actual existing number of pupils to classrooms in operation. Table 9 shows this growth for a period of years for each province. In the cases of Quebec and Ontario the number of classrooms is approximate and corresponds to the number of teachers because the reports of these provinces give only the number of "schools," that is, school houses, or in the case of rural one-room schools, the number of school districts in operation. This is very unfortunate for our purpose, as large graded schools may have as many as 20 or 30 or more classrooms.

9.—Number of School Departments or Classrooms in operation in each province during the years 1901-1918.

Year.	Number of Classrooms in Operation.									
	P.E.I.	N.S.	N.B.	Que. ¹	Ont. ¹	Man.	Sask.	Alta.	B.C.	Canada.
1894.....	556	2,292	1,653							
1895.....	561	2,305	1,695			982				
1896.....	569	2,312	1,720							
1897.....	579	2,346	1,737							
1898.....	581	2,385	1,778							
1899.....	582	2,390	1,806							
1900.....	586	2,417	1,771		10,192	1,352				
1901.....	589	2,387	1,741	10,192	10,324	1,416			543	27,192
1902.....	588	2,394	1,736	10,319	10,207	1,488			570	27,802
1903.....	572	2,395	1,726	10,753	10,325	1,584			607	28,873
1904.....	562	2,353	1,722	10,777	10,470	1,669	916		624	29,306
1905.....	570	2,429	1,751	10,948	10,598	1,761	1,129		663	29,169
1906.....	573	2,446	1,753	11,024	10,754	1,847	821		760	31,044
1907.....	572	2,465	1,766	11,570	10,920	1,943	1,272	628	943	32,186
1908.....	580	2,516	1,767	11,774	11,168	2,014	1,639	1,139	816	33,413
1909.....	595	2,577	1,854	12,131	11,591	2,105	1,982	1,323	911	35,069
1910.....	591	2,579	1,859	12,370	11,920	2,227	2,261	1,610	1,012	36,429
1911.....	591	2,639	1,885	12,892	12,016	2,341	2,538	1,902	1,152	37,956
1912.....	590	2,662	1,900	13,210	12,271	2,430	3,114	2,229	1,345	39,751
1913.....	583	2,692	1,907	13,601	12,749		3,451	2,511	1,584	39,078
1914.....	587	2,724	1,917	14,319	13,202	2,688	3,886	2,898	1,785	44,006
1915.....	586	2,795	1,959	14,796	13,504	2,727	4,135	3,082	1,897	45,481
1916.....	594	2,837	1,990	15,346	13,737	2,888	4,417	3,153	1,987	46,939
1917.....	600	2,856	1,993	15,638	14,054	3,043	4,713	3,497	2,035	48,429
1918.....	596	2,859	1,986	16,194	14,267	3,089	5,005	3,933	2,134	50,063
1919.....	593	2,812	1,950	16,213	14,801	3,256	5,296	4,128	2,220	51,269

¹The figures for Quebec and Ontario are the number of teachers for the years mentioned and consequently an over-estimate of the actual number of classrooms.

10.—Proportion of Classrooms to Population by Provinces, 1901, 1911, 1916.

Province.	Classrooms per 1,000.											
	of population at ages 5-19.			of population at ages, 7-14.			of enrolment.			of average attendance.		
	1901.	1911.	1916.	1901.	1911.	1916.	1901.	1911.	1916.	1901.	1911.	1916.
P.E.I.....	16	19		29	36		28	33	32	47	55	51
N. S.....	15	17		30	31		24	26	26	45	43	41
N. B.....	15	16		29	30		26	27	27	47	44	41
Que.....	18	19		33	35		35	33	33	44	43	41
Ont.....	15	17		29	32		21	23	24	37	40	37
Man.....	16	17	18	29	33	31	27	29	28	41	52	43
Sask.....	17	19	23	32	35	41	28	35	34	56	63	62
Alta.....		18	22		35	40		31	32		59	52
B. C.....	14	13		26	27		23	26	31	35	36	39

Time during which classrooms were open.—A great many of the classrooms in the above table were open only a part of the year; some commenced operation late in the year. This is especially true of two of the Prairie Provinces, where the school year corresponds to the calendar year and where new schools usually open in the spring and fall and where in rural districts, especially in communities inhabited by foreigners, a large number of these schools are summer schools, that is, schools opening in the spring and closing as soon as the weather becomes severe. Table 80 for Alberta on page 78 will help to show the situation in this respect more clearly. Table 11 will show the actual number of days each classroom was in operation, on the basis of 20-day or monthly periods and the number of pupils affected by each period in British Columbia and Prince Edward Island in 1919. There are prospects of such a table being compiled for each province in the near future. This table, together with a table of attendance, shows exactly how far irregular or short time attendance is due to a fault of the pupil or his parents and how far to lack of accommodation.

11.—Number of days classrooms in publicly controlled schools were open by groups of days, with the number of pupils enrolled in each group in British Columbia and Prince Edward Island, 1918-19.

Days open.	British Columbia.										Prince Edward Island.	
	High Schools.		City graded.		Rural Municipality.		Rural and assisted.		Total.		Total P.E.I.	
	Class-rooms open.	Pupils in these class-rooms.	Class-rooms open.	Pupils in these Class-rooms.	Class-rooms open.	Pupils in these class-rooms.	Class-rooms open.	Pupils in these class-rooms.	Class-rooms open.	Pupils in these class-rooms.	Class-rooms open.	Pupils in these class-rooms.
Less than 20			1	32	1	14	1	16	3	62	1	25
20-39			1	26	1	25			2	51		33
40-59			4	119	3	56	2	27	9	202	2	70
60-79			4	139	2	39	5	78	11	256	8	180
80-99	1	18	21	751	14	478	6	96	44	1,343	12	291
100-119	1	25	7	262	2	62	17	271	27	620	17	215
120-139	8	159	74	3,046	37	1,174	31	724	150	5,103	17	435
140-159	91	2,748	282	10,756	120	4,008	123	2,799	616	20,311	67	2,154
160-179	94	2,812	480	19,681	328	11,706	260	6,145	1,162	40,344	267	8,286
180-199	2	44	7	278	14	307	175	3,085	198	3,714	197	5,630
200 and over											14	370
	197	5,806	881	35,090	522	17,869	620	13,241	2,220	72,006	594	17,689

A table corresponding somewhat to table 11 has been collected for Nova Scotia, New Brunswick, Prince Edward Island, and Alberta for a number of years. The historical table given below for Alberta (table 14) should be interesting in view of what has already been said of short time or summer schools and new school districts. This should be borne in mind when comparing the school accommodation of the rapidly growing Prairie Provinces with those of the eastern provinces. In fact all educational figures for these provinces should be considered in connection with table 4, which shows the rapid growth in population. Consideration should also be given to the severe winter climate and the fact that in Saskatchewan and Alberta the school year corresponds to the calendar year.

12.—Periods during which Classrooms were open in Nova Scotia, 1904-1919.

Year.	Number of Classrooms open.						Total.	Average days open.
	Less than 50 days.	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 to 204 days.	205 days and over.		
1904	13	42	118	333	1,178	647	2,331	197.9
1905	12	43	120	379	1,273	602	2,429	197.7
1906	10	33	115	387	1,142	759	2,446	197.4
1907	18	38	99	592	964	754	2,465	193.3
1908	18	47	116	334	1,199	802	2,516	199.5
1909	28	39	89	1,133	517	772	2,577	189.6
1910	11	46	127	1,125	383	887	2,579	187.6
1911	24	59	128	1,053	585	790	2,639	189.9
1912	12	58	109	850	672	961	2,662	190.7
1913	10	48	79	884	848	823	2,692	197.1
1914	9	46	82	977	805	805	2,724	190.4
1915	5	28	64	645	1,066	987	2,795	196.2
1916	6	47	47	810	1,207	720	2,837	195.3
1917	7	23	65	784	1,195	782	2,856	195.8
1918	13	49	124	1,213	755	705	2,859	189.9
1919	11	60	160	1,899	357	325	2,812	181

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13.—Periods during which Schools were open in Saskatchewan, 1904-12.

Year.	Number of School Districts in operation.						Total.
	Less 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	Over 200 days.	
1904 and 1905.....		27	98	239	220	340	924
1906.....		29	98	275	190	281	873
1907.....	4	28	152	348	281	288	1,101
1908.....	3	29	167	427	360	424	1,410
1909.....	5	25	178	483	463	537	1,691
1910.....	5	33	179	566	576	553	1,912
1911.....	5	36	195	673	635	566	2,110
1912.....	7	41	193	691	839	565	2,336

14.—Periods during which schools (not classrooms) were open in Alberta, 1905-1919.

[illegible]

PART III.—DISTRIBUTION OF PUPILS BY GRADES.

The "grade" in which a pupil is enrolled is the ordinary statistical unit of measurement of the degree of advancement a pupil has reached. Now the term "grade" is not used in all the provinces and does not mean exactly the same in the provinces in which it is used. The city schools of Prince Edward Island and some of the city schools of Ontario and the whole provinces of New Brunswick, Manitoba, Saskatchewan and Alberta have the elementary school work divided into eight grades, called grade I, grade II, and so on up to grade VIII. Some pupils at the age of 5 or under begin school in the kindergarten class. This class does not strictly belong to any grade, but most of the provinces fail to give separate figures for the kindergarten classes and include them with those of grade I which is the first grade of school life. This helps to swell up the already abnormal proportions in this grade. After a year of successful work the pupil is supposed to pass into grade II, after another successful year into grade III and so on.

The task of grading for the first eight years falls to the teacher or principal of the school, subject to the sanction of the inspector. It is usually done after the first or second grade by means of written examinations. These examinations are supplemented by the teacher's impressions based on personal knowledge of the work, attainments and capacity of the child.

In graded schools there is a tendency to hold the child in the same grade throughout the year, while in rural ungraded schools the tendency is to allow the child to advance as rapidly as his capabilities permit.

After completion of the elementary school work in grades I—VIII the pupil proceeds to grade IX which is the first year of secondary or high school work. In the Prairie Provinces a Government examination is given to the pupils who have completed the work of grade VIII and only those who pass this examination are allowed to proceed to the work of grade IX. In these provinces there is a tendency to consider grade VII as the real land mark or end of elementary work, grade VIII being a transitional or intermediate stage which may be considered elementary or secondary according to the institution in which it is taken up. Thus in Saskatchewan, grade VIII work is done in the collegiate institutes and when done there, secondary school subjects such as Algebra and Latin are studied in this grade. When the work of grade VIII is done in smaller institutions it is an elementary grade proper. The same is true in New Brunswick where a pupil above grade VII may be considered a "superior school" pupil and where Latin, French and Algebra are taken in grade VIII. Special grants are given in Alberta for schools teaching work above grade VII, thus marking this grade as a terminal one for elementary school work.

In Nova Scotia where Latin and Algebra may be taken in grade VIII, there is no break between the elementary and secondary school grades, and there is no compulsory government examination for admission to grade IX or secondary work. But even in this province, there are voluntary examinations, especially for admission to county academies, and it is usually considered desirable by the parents that their children write and pass these examinations.

In all the provinces ~~except Quebec~~, the pupils, after they have entered on their high school studies, write government examinations at the end of each year for admission to the next higher grade. In Nova Scotia these examinations also are voluntary; that is, it is within the power of the principal to promote the pupils in the high school grades as well as in the elementary grades, and a pupil who has failed in grade IX, say, is not thus prevented from writing on grade X. At the same time even the pupils themselves as well as their parents consider it desirable to know how they rank with the other pupils of the province and write on these examinations. In 1919 over 6,000 of the 9,000

high school pupils wrote on these voluntary examinations. In the other provinces there is a growing tendency to allow the principal and staff of a secondary school of accredited standing to promote the pupils without writing the government examination. In these provinces such pupils are promoted in reality; that is, a pupil who is promoted from grade IX to X upon the recommendation of his principal is considered as having passed in grade IX, while in Nova Scotia there is no official recognition of his having passed in any grade until he has done so through the medium of the Government examination. For example, a pupil who has not written and passed the grade X examination is not permitted to teach or to enter normal school on his academic standing. He has to show a Government certificate that he has passed grade X. The great merit of this system is that it does not retard promotion while it keeps up a uniform standard. A boy or girl who is desirous of a good general education can go right on, if he shows satisfactory progress in general subjects, even if he is weak in one or two subjects, until he comes to the end of high school work, but if he wishes to be given official recognition of his standing he must pass an official examination. In other provinces if he is weak in one or two subjects and passes sufficiently high in the rest he is conditioned, that is, allowed to go on with the next higher grade, but he must pass supplementary examinations before writing on this higher examination.

In the provinces other than those mentioned, the steps in school work are not called grades. In Quebec the Roman Catholic schools divide the work into three stages, elementary, model and academy. Each of these is subdivided into "years" which strangely enough do not correspond to the ordinary meaning of the word nor do they indicate any actual average period of time. The elementary division is subdivided into four "years," the model into two "years," and the academy into two "years." The four "years" of elementary work as may be seen by consulting the summary of the course of studies facing page 46 would cover the work of about six grades in the other provinces and would require about six actual years. The two model "years" would correspond to grades VII and VIII and take roughly two years to complete, while the academy years correspond to either grades IX and X or IX to XI and take from two to three years to complete.

In the Protestant schools of Quebec the work is also divided into three stages, elementary, model and academy. These stages are also subdivided into "years," but the years correspond very closely to the grades already described. The elementary course covers "years" 1 to 7; the model "years" 8 to 10, and the academy "year" 11. Years 9 to 11 correspond very closely to grades IX to XI; how closely, may be gathered from the fact that a pass in the work of the eleventh year will admit a pupil to full matriculation standing in McGill University, providing he has taken the necessary ancient and modern languages, while a pass in grade XI in the five provinces mentioned ("third year high school" in Saskatchewan) would entitle a student to the same privileges, provided he had taken the necessary foreign and ancient languages.

In Ontario the elementary school work is divided into "forms" which in graded schools are subdivided into parts which correspond to the grades. If they have not attended kindergarten or kindergarten primary, children begin school work in form I, the subdivisions of which into "primer and first book" correspond to grades I and II respectively; then form II or "second book," the sub-divisions of which into junior and senior correspond to grades III and IV; form III or "third book" in like manner to grades V and VI, and form IV or "fourth book" to grades VII and VIII. This marks the completion of the elementary (or "public school" as they call it) school work. On passing the senior fourth book work at a public examination they enter the "lower school" of the secondary schools or if they choose to do this work in the common schools they enter the fifth book. The junior and senior divisions of the lower school correspond to grades IX and X respectively, the middle school to grade XI and the

upper school to grade XII. It must be mentioned that these three "schools" are rarely completed in four years, but neither are the four years or grades of secondary work in the collegiate institutes of Saskatchewan or the other Prairie Provinces and for this reason: together with the ordinary work of these grades in the larger institutions, the pupils often take commercial work or matriculation, languages, etc., as well. Many students take grade IX and first year commercial, grade X and second commercial, grade XI, "teachers'" subjects and junior matriculation, grade XII, "teachers'" subjects and senior matriculation (which admits them to the second year of most universities). This amount of work requires exceptional ability to complete in four years. In rural schools and ordinary village graded schools, on the other hand, the bare compulsory subjects of the grade are usually taken and the work can be completed in four years.

In British Columbia the elementary school work is divided into three stages—junior, intermediate, and senior, and the high school work in like manner. The elementary work in British Columbia is not, however, so definitely divided into eight steps as in Ontario. The junior grade is divided into first primer, corresponding to grade I and second primer and first reader, corresponding to grade II, and the second reader, corresponding to grade III. The intermediate grade is the third reader and the senior grade is the fourth reader. These two are subdivided into four parts which cover the same ground as grades IV-VIII. The senior grade is supposed to be covered in two years, but it probably takes more time; while grades VI-VIII in the other provinces which are supposed to be covered in three years, are often covered in two. This is especially true in rural and village schools.

There is a great similarity (as will be seen in consulting the summary of the courses of study facing page 46) between grades VII and VIII in some provinces and in a large village school, where the principal teaches all the grades from, say, VII to XI, the pupils of VII and VIII are taught in one class. The good grade VII pupil at the end of the year is ready for the "entrance" examinations, so that while he was called grade VI during the previous year, he is now called grade VIII, the following year. This partly accounts for a larger number being found in grade VIII than in grade VII in the tables for Manitoba, Saskatchewan and Alberta (see p. 46).

The secondary grades in British Columbia are also divided into junior, intermediate and senior grades, the preliminary and advanced subdivisions of the junior grade corresponding to grades IX and X and the other two to grades XI and XII respectively.

What is meant by "grades" of school work ought to be clearly understood by this time, but as already mentioned, they do not necessarily mean exactly the same thing in each province, although their work takes approximately the same time to complete. Their contents differ in proportion to the diversity of aims in the different provinces. To enable the reader to compare these contents a summary of the courses of study is given in the folder facing page 46. It was deemed advisable not to include all the subjects of each grade, but to select what are the usual test subjects of the grade. The teacher who finds a pupil in grade I or II well up in reading, spelling and arithmetic will not hold him back from entering a higher grade if, for instance, he is weak in nature study. When he comes to grade V or VI greater emphasis is placed upon such subjects as History and Geography and so on up. In grade VIII special subjects such as Latin and Algebra are taught in some provinces. These, as already mentioned, are usually confined to pupils who are taking grade VIII in large or secondary institutions. These test subjects alone are given in the summary of studies. They should enable the reader to examine and compare the contents of the grades in each province after which examination the tables of distribution by grades can be more easily analyzed.

There can be little doubt that a table of distribution by grades is the best indicator available to statisticians of the progress of the pupils in a whole province, since, of course, it is out of the question to ascertain this by individual personal observation. The pupil who has passed through grade VIII has, in the opinion of his teacher, who should know him intimately, sufficient capability and energy to have progressed successfully through the elementary course of studies. The contents of that course will not show the full amount of his attainments—it will not adequately reveal the amount of training he has received and the benefits he has derived from the personal influence of his teacher, but it should approximately indicate the minimum amount of matter he is capable of absorbing or mastering. Such a table of distribution should be studied separately by elementary and secondary grades.

The secondary grades used to be the property or privilege of a class and not the privilege of the masses. The historical tables on pages 48 to 53 will indicate the extent to which this secondary work is passing from the control of the few and becoming common property. By consulting page 19 it will be seen that the highest proportion of pupils doing secondary work in Canada is about 9 per cent of the total enrolment. Great care must be exercised in analyzing this percentage. It does not mean that only 9 per cent of those who begin school go on to high school work. In the first place it must be remembered that the secondary grades occupy only four years out of the twelve years of school life. It would be nearer the mark to take the proportion between the average number in elementary grades and the average number in secondary grades. If the secondary grades are 9 per cent of the elementary grades the proportion who go on to high school work would seem to be 18 per cent. This estimate is somewhat better than the other, but it is far from adequate, and less adequate in provinces where the school enrolment is rapidly increasing. At the time the present secondary grades were in elementary grades (roughly four years before) the school enrolment was smaller than it is at present. Again a large number of the secondary pupils fail on examinations and repeat their grade. A much better criterion of the proportion that should be in secondary grades will be suggested by the proportion that the actual population between 15 and 18 bears to that between 7 and 14. This reasoning has also its imperfections, as will be discussed presently. It is not far from the truth to say that where the number in secondary grades is 40 to 45 per cent of those in elementary grades, every survivor of those who entered grade I is doing secondary work. In other words, if a table of distribution by grades showed that 27 or 28 per cent of the total enrolment were in secondary grades, it would mean that the maximum possible number were enrolled in these grades; if the province showed over 9 per cent of the enrolment as in secondary grades it would mean that one-third or $33\frac{1}{3}$ per cent of the possible number were receiving some secondary training. In Nova Scotia (see page 61) it will be seen that about 12 per cent of the enrolment of girls are in secondary grades. This would mean that roughly 43 per cent of the possible number of girls in Nova Scotia go on to high school. These figures are illustrative rather than accurate. To arrive at the exact proportion is one of the very things we want and it would be absurd to assume our desideratum at the very beginning. This, however, is a rough estimate which should be of assistance in studying a table of distribution by grades. This proportion in Nova Scotia indicates clearly that secondary education is fast becoming the property of the average person. It will be seen more clearly if we study the historical tables on pages 48 to 64 and observe the growth of the proportion in secondary grades. Another point of interest in studying the statistics of secondary education is the fact that it is the education of adolescents who are no longer under compulsory regulations and whose attendance is voluntary and prompted rather by the eagerness of individuals to take advantage of opportunities than by the will of the State.

The distribution of elementary grades is a different matter. Here we find the enrolment of children who in every province save one are under compulsion to attend. The distribution in these grades (I–VIII) under perfect condition should correspond to the distribution of the children between 7 and 14 in the province, if we assume 7 (the usual commencing age) as the age of beginning school. A table of the distribution of the population of each province in Canada between the ages of 7 and 18 according to the Dominion Census of 1911 is given below.—

15.—Population between the ages of 7 and 18 by provinces (census of 1911).

Ages.	Canada.	Alberta	B.C.	Man.	N.B.	N.S.	Ont.	P.E.I.	Que.	Sask.	Yukon	N.W. T.
7....	158,708	8,055	5,888	10,238	8,377	11,328	49,327	2,041	52,121	10,862	76	395
8....	154,554	7,627	5,931	9,661	8,301	10,961	48,721	2,074	50,512	10,220	81	465
9....	144,082	6,944	5,363	8,865	7,761	10,332	45,904	1,983	47,430	9,194	55	341
10....	148,422	7,232	5,527	9,247	7,986	10,765	47,929	2,142	47,490	9,563	66	475
11....	135,233	6,296	5,040	8,225	7,435	9,904	44,540	2,048	43,140	8,261	44	249
12....	141,169	6,614	5,089	8,604	7,643	10,445	46,642	2,083	44,931	8,591	64	403
13....	134,585	5,966	4,642	8,194	7,379	9,963	45,142	2,048	43,335	7,636	51	229
14....	140,903	6,254	5,058	8,485	7,746	10,669	48,765	2,197	43,276	8,098	51	304
15....	135,357	5,817	4,866	8,306	7,417	10,114	46,911	2,126	42,032	7,362	77	329
16....	137,245	5,980	5,025	8,385	7,583	10,492	48,125	2,272	41,432	7,591	52	308
17....	134,039	5,751	5,277	8,406	7,322	10,010	47,373	2,192	39,846	7,565	66	231
18....	141,453	6,900	6,018	9,266	7,527	10,127	49,609	2,111	40,219	9,218	92	386
	1,705,750	79,436	63,724	105,942	92,437	125,110	468,998	25,317	535,764	104,162	775	4,095

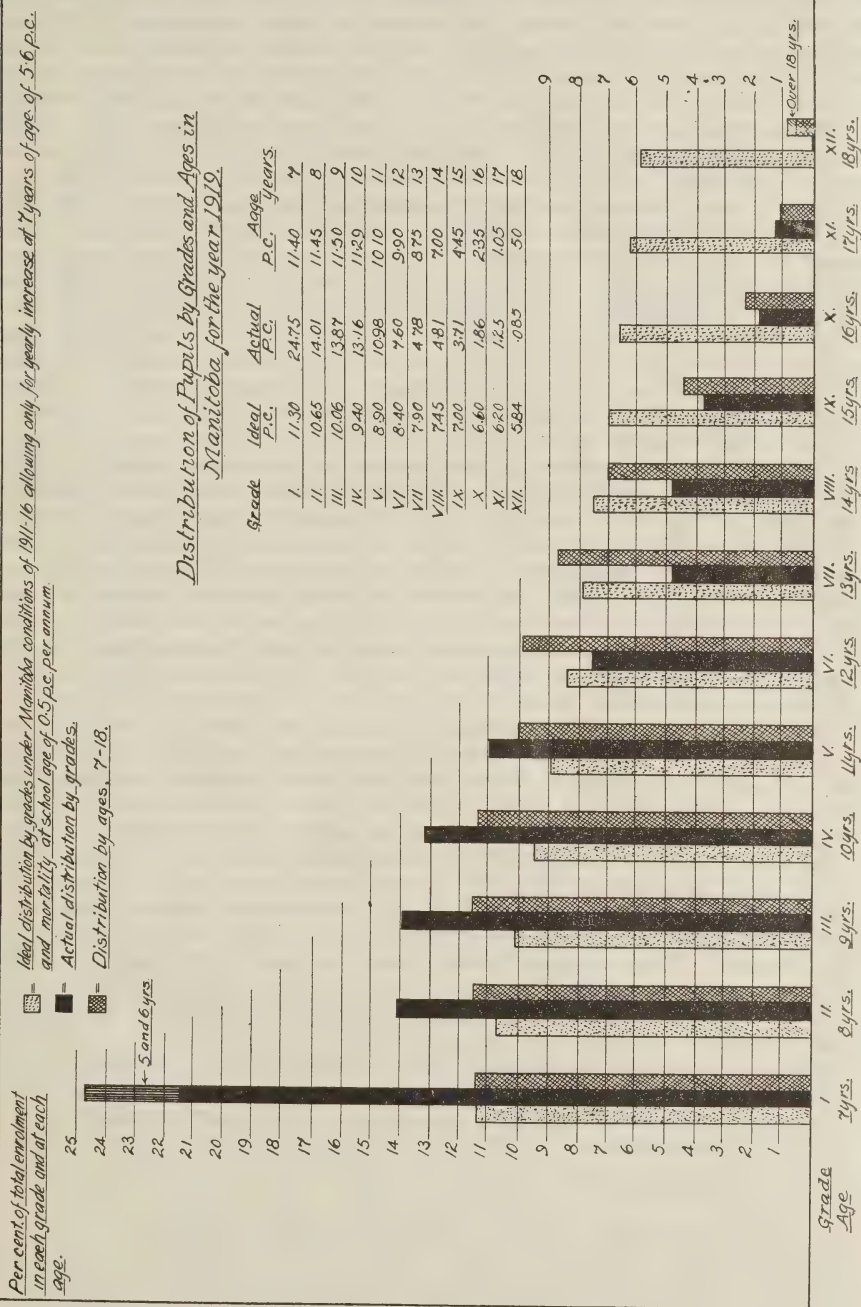
If this table is examined it will be seen that the distribution at these ages in any one province does not differ very greatly from the average distribution in Canada as a whole. Taking the age of 11 for example, it is seen that at this age the children form almost 8 per cent of the total between 7 and 14 in Canada as a whole. It will be noted that in each of the provinces the variation from this proportion is never as great as 1 per cent either way. It is different, of course, in the case of the district and territory where the population is mainly adult. Now if a similar table were given for each census year back to 1871, it would be seen that the variation from this distribution has not varied very greatly—not more for any one age than 2 per cent of the total, so that it is safe to say that this is very close to the distribution at present. Now under perfectly enforced compulsory regulations this should be the distribution of pupils by ages between 7 and 14 in school at present. If the regulations had been long enough in force and there were no immigration of illiterate foreigners who begin school later than the compulsory age—that is, if every child were compelled to begin school at 7 and compelled to attend regularly until he was 14, this would be the present distribution or very near the distribution by grade, between I and VIII, with the following four disturbing factors only:—

- (1) Some would begin school at the age of 5 or 6 and—in the case of the secondary grades—others would continue at school over the age of 18. If those who begin school at 5 or 6 were compelled to attend regularly, the proportions in the grades would not be greatly changed.
- (2) A small proportion of the pupils would be mentally or physically incapable of keeping up with the work of the grade.
- (3) A considerable number would have passed into the high school grades before the age of 14.
- (4) The fourth disturbing element is a very peculiar phenomenon. If the table is examined it will be noticed that after the age of 9 there are more at the even ages than at the odd. This has already been remarked in Bulletin XVIII of the census of 1911. It seems that parents or the children themselves give their ages to the census enumerator in round numbers. On the other hand the teacher is likely to ascertain the exact age, so that there would be a difference between the distribution of the enrolment by grade and that of the above age table even under perfect school conditions. There would likely be more instead of less at 9 than at 10, and a slight decrease at each successive age.

Another method of estimating an ideal distribution would be as follows. Supposing the province of Manitoba, for instance, had started out in 1907 with a school population of 1,000 at the age of 7 and none over or under and supposing no immigrants over the age of 7 were admitted into the schools. In this province the population at the age of 7 increased 31 per cent between 1911 and 1916 or at the compound rate of 5.6 per cent per annum. Let us assume the death rate of children between 7 and 18 to be 0.5 per cent a year (which is not far off the mark). Now in 1908 this 1,000 would be decreased to 995 and would form grade II, always supposing no one had to repeat the grade, while the new Grade I of 1909 would be 1,056. If we continue this process until 1918, we should find the pupils in the grades distributed as follows: Grade I, 1,929; II, 1,818; III, 1,712; IV, 1,613; V, 1,520; VI, 1,431; VII, 1,348; VIII, 1,270; IX, 1,196; X, 1,127; XI, 1,061; XII, 996, with a total enrolment of 17,023. The percentage of the total in each grade would be: Grade I, 11.20 per cent; II, 10.65; III, 10.06; IV, 9.40; V, 8.90; VI, 8.40; VII, 7.90; VIII, 7.45; IX, 7.00; X, 6.60; XI, 6.20; XII, 5.84. Now we know that such a distribution is impossible for one reason only, that immigrants between the ages of 7 and 18 come into our schools at all stages of training. Those from the British Isles, United States and other provinces in Canada are generally ready for the grade corresponding to their age, but those from the more illiterate parts of Europe come into the earlier grades. The illiterate foreigners would have a tendency to make the earlier grades larger than they should be, while the more advanced immigrants would have a tendency to swell out the later grades. The ideal is, however, mentioned to facilitate a study of the causes of departure from this ideal. The curve of this ideal distribution is given below together with the curve of the actual distribution of school enrolment in Manitoba in 1918 and also the distribution by ages actually at school in 1918. Manitoba is here selected as being the only province giving the enrolment by separate ages in 1918. In this diagram it is more than likely that where the column of actual ages is greater than that of the ideal grade, the difference between the two represents immigration plus a certain amount of retardation, and that the difference between the column of actual ages and actual grades represents pure retardation, while the difference between the column of actual ages in the later grades and the ideal grades represents retardation plus dropping out of school.

A table of distribution by grades is, therefore, a very complex one. In studying it, let us remember what actually happens in the history of a school. In a new province especially, when a new district is formed, a considerable number of the children have been a few years without school advantages and begin in grade I at all ages from 5 to 11 or over, while the other grades also have several pupils over age. Grade I will naturally be far the largest. In such a school there is a disproportion between the actual distribution of ages and grades corresponding to these ages which should gradually correct itself as the school becomes older and because older children are likely to advance more rapidly than the younger ones. At the same time, new schools are always opening, and this fact disturbs the appearance of any table of distribution that is given for any province, until that province is fully settled. For this reason a table of distribution in a very old province with a good school system of 40 years' standing should come much closer to the ideal than that in a new province. In the next place, as already mentioned, immigrants come in from year to year; those from less developed countries being in grade I or grade II; others in decreasing numbers, being in a grade more closely corresponding to their age. This again helps to swell up the earlier grades. In the next place children of 5 and 6 begin as soon as winter breaks up and two or three months before the close of the school year. These learn but little before the summer vacation, and the average child retains very little of what he has learned until the beginning of the school year in the fall. Then he comes back into grade I together with a new crop of beginners. When winter comes these young children are

IDEAL AND ACTUAL DISTRIBUTION OF PUPILS IN MANITOBA SCHOOLS



likely to drop out until the spring and then they come back again into grade I together with another new crop. In this way we have three crops in Grade I and the chances are strong that the young children who commenced in the previous spring have not been long enough in school to complete the work of the Grade by the end of the year and are again enrolled in Grade I at the beginning of next year. We have thus from two to three years represented in this Grade I, although it is really the work of only one year. If the average child of 7 were compelled to begin in the fall and continue through the winter the chances are that he would spend only one year in the grade. It is to be expected, then, that Grade I should be much larger than any other Grade.

In the next place a number of children who have actually passed into grade II or III are irregular in their attendance, either through illness or carelessness on the part of the parents, while some drop out for a year or more and come back into the same grade a year older than they should be. This feature of irregular attendance may be seen by reference to page 24 and by the fact that in a certain province in the course of 12 years the average pupil attended less than 5 school years in rural schools and less than 6 in the whole province. Now it is very difficult to do 12 years' work in less than five years. When this irregular child comes to the end of the school year he finds he is unable to proceed to the next higher grade at the beginning of the next year. This partly explains why sometimes grade III for instance is larger than grade II. Those of grade III are repeating their year and with the new crop swell up this grade to more than its proper proportion. In consequence of this irregular attendance and repetition, when the pupils come to the end of grade IV a great many of them have probably spent parts of six years at school. If they were 7 or 8 or over when they began school they would be 13 or 14 or over before they reached grade IV or V. They are now able to go to work and their progress in school has not been such as to induce them to stay. Accordingly they drop out and go to work. We thus see why in tables 18 to 36 the great majority of the school enrolment are in grades I-IV.

On again consulting the courses of studies facing page 46 it will be seen how far these pupils in grades I-IV have advanced in this time. They have no more than a mere smattering of any subject. Any one who has taught a class of adults in arithmetic, say, will bear witness to the small amount retained by those who in their school days had gone no farther than grade IV. They just covered the four simple rules and a smattering of fractions, but had not time to apply their knowledge to practical problems, thus being deprived of the practice by which alone knowledge of the fundamental rules is retained. A large proportion of school children drop out at a stage very little better than total illiteracy. The rest who have passed beyond this dead line are very likely to go on. That this is so, will be seen by the respectable and ever increasing proportion the four secondary grades bear to grades V-VIII, in spite of the fact that each of the secondary grades is a unit in itself, that it is subject to the elimination affected by government examinations and by the fact that pupils in these grades are at an age when it is necessary for a large number to begin earning their living, while pupils within grades V-VIII are normally of the age of compulsory attendance.

The main causes of the disproportion in the distribution by grades may be summarized as follows:—

- (1) The number of pupils who are late in beginning school.
- (2) The number of small children who commence before 6 or 7 and discontinue during the winter.
- (3) The number of pupils of foreign birth who come in to the lower grades at an advanced age.
- (4) The irregularity in attendance through which pupils are not able to do the work of a grade in one year.
- (5) Repetition in the grade through the last cause and other causes.
- (6) The overcrowding of classrooms, especially in the lower grades.

These are the main causes. Five other causes will now be given which will be more obvious to the casual observer of the following tables than any other, but which, there is reason to believe, are the least important disturbing factors. It is necessary to discuss these in full, or at least to analyze them and examine them in order to correct erroneous impressions.

- (7) Inefficiency (including inexperience) on the part of the teacher.
- (8) A different interpretation of what constitutes a "grade" by different teachers; in other words inequalities in the grading.
- (9) Defects in the grading system and courses of studies, including variability in the time really necessary to complete the work of a grade.
- (10) The mentality of the pupil, including the question as to whether there is a large proportion of pupils who through mental or physical backwardness can not keep up with the work of the class.
- (11) Early school leaving age.

These five points will now be considered in detail in the order given.

(1) *Inefficiency on the part of the teacher.*—There is no doubt that inefficiency on the part of the teacher will have more than anything else to do with want of real progress on the part of the pupil, but it is a question whether this want of progress will be in a form that will lend itself to statistical measurement or that it will be revealed in statistical tables. A grossly inefficient teacher, no doubt, will be unable to handle the situation at all and will not bring the pupils along to the point at which they will pass a grade, but there are not many such teachers. If the inefficiency of the teachers were a very important factor in disturbing the distribution of the pupils throughout the grades it ought to be clearly revealed in comparative tables for the same provinces, that is, under exactly the same grading system. It ought, for example, to be revealed in a table for a part of the province where there was a large proportion of third class or permit teachers of short experience as compared with a part having a large proportion of graded schools which would necessarily have teachers with better training and longer experience. But the difference in the distribution would have to be very strong to prove the case against the teacher, for the fact of regular attendance is working strongly in favour of graded schools. In Alberta (see page 64) we find that in twelve years the graded school pupils attended on an average 3 years more than the ungraded. By consulting tables for graded and ungraded schools we find the distribution in the graded schools much better, but in the western provinces we cannot say that the teacher in the graded school is much better qualified than in the ungraded. That this is so can be seen by consulting the tables for teachers on pages 75 and 78. It will be seen that there is a comparatively small proportion of low class teachers in either, and any small superiority of the graded schools in respect to teachers would be balanced by the fact that the schools in the country are smaller and the pupils are not held a whole year in one grade. On the other hand the percentage of attendance or the number of days attended during the year would easily explain the superiority on point of distribution. Take for example two portions of Nova Scotia, Halifax city and Annapolis County. In Halifax city the schools are all graded, the percentage of teachers over third class (class C) is 71.5 and all except 27 per cent of the teachers have more than 5 years experience. In Annapolis County the percentage of pupils in graded schools is 41.8, the percentage of third class teachers is 63 and only 26 per cent of the teachers have more than 5 years experience while 37 per cent have one year or less. Now compare the distribution of pupils from the actual numbers and from the percentage in each grade.

—	Grade I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Numbers—												
Halifax city...	2,635	1,115	1,143	1,130	1,216	890	661	521	346	197	136	50
Annapolis county	895	382	387	340	429	328	283	245	285	167	109	4
Percentages—												
Halifax city...	25.9	10.9	11.1	11.0	11.8	8.6	6.4	5.1	3.4	1.9	1.2	0.5
Annapolis county	23.2	9.9	10.0	8.9	11.1	8.5	7.4	6.1	7.4	4.3	2.8	0.1

The above distribution is fairly typical of the distribution in the city and county from year to year. It is to be noticed that the distribution in Annapolis instead of being worse is better than that of Halifax; true, the percentages in the grades in the city are somewhat more smooth and regular than in county and thus probably show the earmarks of the graded schools. The sudden rise in grade V in the county is probably due to changes in teachers and especially to the increase in graded schools and the consequent regrading of pupils. It would seem, however, that the proportion in the higher grades as compared with the lower is a better index of progress than the smoothness or regularity of the distribution. It will be seen that in grades I-IV Halifax has 59 per cent and Annapolis 52.0 while in grades V-VIII, the city has 31.9 and the county 33.1 and in grades IX-XII the city has only 7 per cent to the county's 14.6 per cent. This smaller proportion in the upper grades cannot surely be attributed to an inferiority in the teaching in the city schools. Again it must be pointed out that there is no intention here to underestimate the importance of good teaching; what is meant is that the results of good teaching are subtle and fundamental and consequently are masked by coarser and more superficial factors in such statistical tables as have been hitherto available. To measure the more subtle factors, finer tables will have to be devised. If one were to examine personally the classes of excellent teachers and those of poor teachers, one would readily see the difference—the former would be of a higher standard and in addition they would show the results of a training that cannot be laid out in a course of studies. But so far as the distribution into grades was concerned, the excellent teacher might have a higher standard of promotion while the poor teacher, content with merely getting the pupils over the course, might be able to pass each pupil into a higher grade at the end of the year. In common phraseology, the excellent teacher would have "honour" pupils, the poor teachers "pass" pupils, but their distribution into grades would have very nearly the same appearance on a statistical table. No doubt "honour" pupils would show better statistical results the next year, and still better the year after, but it is a question whether any great difference would be clearly manifest until the entrance examination at the end of grade VIII and then it would be too late to trace them back to their cause. Where the excellent teacher will have a direct and immediate influence on statistical tables is in his or her ability to handle mentally backward pupils; but they, as we shall see later, do not exist in sufficient numbers to bulk largely in the statistics of a whole province.

(2) *A different interpretation by different teachers as to what constitutes a grade.*—By this is meant that teachers in rural districts, especially if they are inexperienced, will not clearly understand the course of studies and will place a wrong interpretation on the work of a grade, so that a grade in one school will not be comparable with the corresponding grade in another. Again, in the lower grades especially, teachers in rural schools promote pupils on their standing in test subjects. One teacher will emphasize reading, another arithmetic, another both. That is, at the end of a year a pupil will be promoted from grade I into grade II on the strength of his reading even if he is weak in arithmetic. Another teacher will cover the arithmetic (or a smattering of it) of two or three years and still place the pupil in grade I because he is not up in

his reading. This is of very common occurrence in rural schools and is intensified by the fact that two or more grades are combined in one class in these rural miscellaneous schools, to make it possible for the teacher to give each pupil the necessary amount of time. Now if this affects the distribution of pupils by grades very seriously it ought to be revealed very clearly in comparative tables for rural and graded schools, but it would be revealed in a characteristic manner. It would not be shown by a sudden drop in the higher grades, but in irregular distribution throughout the lower grades. Thus grade III might be larger than grade II, grade V than grade IV and so on. Whether such symptoms are shown can be seen on consulting tables 47 to 52 for Saskatchewan and, Alberta, where we have separate statistics given for rural and graded schools. It is a question, however, whether any irregularity shown is due to the cause mentioned, or to retardation or actual repetition of the grade by backward or irregular pupils.

(3) *Defects in the grading system.*—The ordinary observer will say that the reason a pupil will not pass a grade in a year is that it is too difficult, or that one grade requires more than one year's work and another less. Now these are points that are very difficult to settle. A consistent piling up in one particular grade from year to year and a drop on either side of it ought to be a sign that that grade is more difficult than the others. The tables of grades may be studied for such symptoms, with this caution: indefiniteness in grading as already explained and other factors may contribute to this piling up. The best way to settle the point is to see whether there is any county or part of any province where the distribution of the pupils comes near to the ideal—that is, where the pupils manifestly pass regularly through the grade from year to year without interruption. If such can be found for whole counties it will be a certain sign that the pupils are not a selection mentally; that is, it will be clear that the pupils of a whole county are not all geniuses while the pupils of another county are all dunces. If the pupils of one county pass from grade to grade regularly, it is a certain indication that there can be very little wrong with the grading system of the province, even though the distribution in the whole province may be far from ideal. We are fortunate in being able to find such in the counties of Colchester, Hants, Kings and Pictou in Nova Scotia. The distribution in 1919 of the girls in these four counties in actual numbers and also in percentages of the total of grades I-VIII are given side by side with the distribution, in the same grades and under identically the same system, of the boys in Richmond, the county in Nova Scotia which shows the poorest distribution. Grades IX-XII have not been included because in these grades there are many pupils from other counties attending the county academies. This would be especially true of Pictou Academy.

16.—Distribution of Girls in Grades I-VIII in Colchester, Hants, Kings and Pictou Counties, N.S., 1919, compared with the distribution of Boys in Richmond County, N.S., 1919.

—	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.
Girls in Colchester, etc.....	2,366	1,070	1,054	1,057	1,053	946	889	841	9,276
Boys in Richmond.....	539	167	120	119	93	101	65	51	1,255

THE SAME FIGURES EXPRESSED AS PERCENTAGES OF THE TOTAL IN I-VIII.

Girls in Colchester, etc.....	25.5	11.5	11.4	11.4	11.4	10.2	9.6	9.1	100
Boys in Richmond.....	42.9	13.3	9.6	9.5	7.4	8.01	5.2	4.0	100

This distribution of the girls in the four best counties of Nova Scotia is really remarkable. The regularity should be noted and also the small differences between the percentage proportions in Grade VIII and II. Now grade VIII

of 1919 contain the survivors of the 1,115 girls in grade II of 1913. As the school enrolment has increased since 1913, and as grade VIII of 1919 would naturally be decreased by a mortality of about 0.5 per cent per year, it is clear that grade VIII of 1919 has about 84 p.c. of the possible number of girls, which is as nearly perfect as human traits admit when spread over the period of seven years. This is certain proof that the grading in Nova Scotia is not too difficult. To compare with the distribution of the girls in the four best counties we have given the figures of the worst county distribution of boys in the province. No one will think of contending that there is any selection of mentality in either distribution. True, the distribution of the girls is usually better than that of the boys. There are many reasons for this, and one may be that girls develop earlier than boys; that is, a girl of 10 is probably older mentally than a boy of 10. When both come to the age of 14, however, the boys are more likely to drop out than the girls, so that the girls have the double advantage of earlier development and a longer period at school. At the same time this has nothing to do with native mentality nor is it any argument in favour of the contention that some grades are too difficult. The distribution of the boys in the four counties, Colchester, etc., will now be given side by side with that of the girls in Richmond county.

17.—Distribution of Boys in Grades I-VIII in Colchester, Hants, Kings and Pictou Counties, N.S., compared with distribution of Girls in Richmond County, N.S., 1919.

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.
Numbers—									
Boys, Colchester, etc.....	2,695	1,209	1,232	1,131	1,161	999	730	619	9,756
Girls, Richmond.....	468	128	123	97	129	82	73	56	1,156
Percentages—									
Boys, Colchester, etc.....	27.6	12.4	12.6	11.6	11.9	10.2	7.6	6.3	100
Girls, Richmond.....	40.5	11.1	10.8	8.4	11.1	7.1	6.3	4.9	100

It is to be noticed that the divergency between the two groups is not so strongly marked as in the other case, but still sufficiently strongly marked to suggest that it is not sex or mentality or unfairness in the grading system, but opportunity that is the chief cause of poor distribution. It is suggested here that a study of the distribution in the whole province from year to year under the same grading systems (with slight changes in 1904 and 1912) as given on pages 49, 50, 54 and 60 would prove interesting.

(4) *Early school leaving.*—It is quite true, of course, that early school leaving is a strong reason why the numbers in the upper grades are comparatively small. Below are given the percentages in grades VI-VIII for eight years in two counties in Nova Scotia. The age of school enrolment in this province is not given by individual years, but by three groups, "under 5 years," "from 5 to 15," and "over 15 years." Pupils over 15 years should have passed beyond grade VIII, but there is no doubt that the county which has the larger proportion at school over 15 has also a larger proportion at 13 and 14 (the ages at which the serious dropping out usually begins). It will be noticed that in every year except one the county with the older children has the greater proportion in the upper grades.

Year.	Annapolis.		Richmond.	
	p.c. VI-VIII.	p.c. over 15.	p.c. VI-VIII.	p.c. over 15.
1912.....	23.82	11.74	15.90	8.35
1913.....	22.78	5.81	16.80	6.48
1914.....	23.10	11.67	16.66	6.25
1915.....	23.38	10.83	17.84	5.81
1916.....	23.17	11.03	17.47	7.04
1917.....	23.93	9.71	17.46	6.24
1918.....	22.53	10.19	17.21	5.41
1919.....	22.21	10.91	17.50	5.17

The question is, however—a very important question—which is cause and which effect in this case. Does the county make a poorer showing because its pupils drop out early, or do they drop out early because when they come to the age of 13 or 14 they are in low grades? In either case, this is not at all a necessary factor in disturbing a table of distribution of enrolment. By consulting diagram it will be seen that there are enough and more than enough up to the age of 13 to fulfil the conditions of ideal grading. If all the pupils in school at the age of 14 plus the number at 12 and 13 who began school at 5 and 6 were up to grade, there would be sufficient in grade VIII to meet ideal requirements. Where dropping out of school has a bearing on grade distribution, it is due to the fact that the pupils who drop out at 13 and 14 were either late in commencing school, or irregular in attendance while at school and by the time they have come to this age they are still in grade IV or V (See the proportions in grades I-IV over the age of 12 in tables 37 to 39). The younger pupils in these grades will probably keep on, but the older-pupils are very likely to drop out.

At the foot of table 23 is given the average age of each grade. It will be noticed that between grades II and V there is a greater interval of time than between VI and IX. At first sight it would appear that this is because the latter group of grades requires a shorter time, but a close study of the three tables of age and grade will point to the suggestion that it is due, at least in part, to the dropping out of older pupils in grades IV and V, leaving the younger ones or the pupils who have commenced at a normal age and made normal progress to go on with the higher grades. To illustrate by an extreme but possible case, suppose there were 1,000 at an average age of 11 in grade V and 1,000 at the age of 14 also in grade V. The average age in grade V would thus be $12\frac{1}{2}$ years. Suppose the 1,000 at the age of 14 dropped out at this grade and the 1,000 at the age of 11 went on a year later to grade VI, the average age of grade VI would be 12—a half year younger than that of grade V. All the known facts, therefore, seem to point out that dropping out of pupils does not occur at a sufficiently early age to prevent them from completing the elementary grades supposing they had begun school on time and attended regularly while there. The serious fact is, not that they drop out of school at 13, but that they have spent only two or three actual school years there before coming to this age.

(5) *The mentality of the pupil.*—The general impression is that the reason a pupil is retarded is because he is mentally backward; that if a pupil has to repeat a grade it is because he lacks ability to do the work of that grade in one year. No one doubts that there are mentally backward pupils, but that the proportion of these to the total is great enough to affect the appearance of a table of distribution by grade is open to question. The other factors that enter into the retardation of pupils have already been enumerated and they are so numerous and so powerful that it is to be expected that mental backwardness will prove but a very small factor and will affect but a small proportion of school children. The consideration of the attainments of girls and boys, of pupils in graded schools and ungraded schools, of communities showing regular attendance and irregular attendance, and other factors does not, at the same time admit of a separate analysis according to mental or physical defects or the absence of such. The mentally or physically defective pupil receives more and more attention through medical and dental inspection of schools and statistics of the results of each inspection would be very useful. It is to be regretted that such statistics as can be obtained are very meagre. Such as they are, are given on pages 105-110, and represent sample cases rather than whole provinces. They will, however, indicate probable proportions.

The proportion of pupils who are too backward mentally to take advantage of ordinary class work has not been ascertained as yet, but approximations and tendencies can be discussed. It is well known to scientists that human traits are distributed according to certain well-defined types of distribution. If for instance, a thousand trained persons were shooting at the same mark, the

majority of shots would range themselves around a certain point in the vicinity of the bull's-eye, while an ever decreasing number would be arranged farther and farther away from the bull's-eye, but—and this is the important point—about the same number on one side of it as on the other. It is acknowledged that it is the same with mental traits. Under the same conditions the same number will be above the attainments of the "average person" as below them; that is, curves of such traits would take the form of what is known as the probability curve or the normal curve of errors. The chances are that if a class or group of say 2,250 in the same grade had begun together and attended with the same regularity for one year, there would be found 3 mentally deficient who could make no progress at all; 45 who were decidedly too weak to keep pace with the work of the grade and who without doubt would have to remain in the grade for another year or longer; 375 who were doubtful cases; that is, the teacher would have difficulty in deciding whether to promote them at the end of the year or require them to repeat the grade for another year, and his or her action would be decided by the adequacy of accommodation in the classrooms; 1,300 would without doubt pass on to the next grade at the end of the year; 375 would be doubtful on the other side; the teacher would have had difficulty during the school year in deciding whether or not to hold them back the whole year in the same grade and his or her action would depend upon circumstances; 45 would without doubt have covered two grades in the year while 3 would be "geniuses" as far ahead of the average as the mentally deficient were behind it and probably as little benefited by the ordinary school curriculum. These figures must not be considered as definite—they are used merely to show relative tendencies. The fact itself has been made a subject of close study by great educationists among whom may be mentioned Professor Sargent of London University, one time Educational Advisor to Lord Milner.

It may be interesting to give two illustrations of this tendency from actual conditions in Canada, one from the distribution of examination credits in composition and Rhetoric in grade IX in Manitoba in 1905; the others from an analysis of retardation in Alberta in 1915.

(1) *Distribution of high school examination marks in Composition and Rhetoric, grade IX, Manitoba, 1905.*—From some hundred different tables and curves of examination results compiled, this one on Composition and Rhetoric has been selected, not because it shows the best distribution—several others show as good—but because the nature of the subject admits of better examination results than any other. That is, it is a subject that admits of all degrees of perfection. It has not the fault of many papers in being too difficult to be attempted by some and too easy to show the real standing of others. Composition, one would expect, is a subject on which the largest proportion of candidates would make the average mark and a decreasing number would vary above or below this mark. The same high school examination papers are set for all the pupils in the province who are in that grade; they are examined or "read" by high school teachers and intermediate school principals of accredited standing, who meet in Winnipeg for this purpose in July. A paper on composition, for example, is read by a group selected by the presiding examiner for this purpose, a chairman being placed at the head of each group. The group first of all discuss the paper set, decide upon what constitutes a satisfactory answer to a set question and the value to be attached to a perfect answer to each question. After this discussion which may take two days, the chairman takes at random a candidate's paper and reads it aloud, one answer at a time. Each examiner evaluates it independently in terms of the percentage of a perfectly satisfactory answer. After the first paper is thus finished, the examiners compare their results and often average them. A typical actual case may be here cited. At a centre in another province than Manitoba the first paper was thus read and evaluated by the group, on averaging the different values attached to the answer the average came to 70 per cent, the highest value given was 72, the lowest

68—a range of 4 in a group of about 20. In spite of this satisfactory result another and another paper was read and compared and the range was thus reduced and a larger majority of the group was ranged around the average. This would seem to be an excellent system and the values given to such examination papers seem worth analyzing. The examination on Composition and Rhetoric in question was written by 510 candidates—a rather low number to show results favourable to the point which we are trying to illustrate (exception would come out more prominently in a few cases than in a very large number); 1,000 would be better and 10,000 would be still better. The results as given below are therefore all the more satisfactory.

15 papers were marked	20 or under.
10 “ “	25
26 “ “	30
30 “ “	35
40 “ “	40
55 “ “	45
92 “ “	50
64 “ “	55
51 “ “	60
41 “ “	65
31 “ “	70
24 “ “	75
18 “ “	80
13 “ “	85 and over.

510

On closer analysis of the figures it was found that—

The lowest 5 per cent of the candidates received on the average	20.5 marks.
“ next 20 “ “ “ “	36.2 “
“ next 50 “ “ “ “	52.2 “
“ next 20 “ “ “ “	68.5 “
“ highest 5 “ “ “ “	about 84.0

Now 20 marks would be considered absolute failure; that is there would be no hope that the candidate who received only 20 marks on one subject would be able to pass grade IX.

Around 35 would be considered a “conditioned” standing; that is, a candidate receiving 35 marks on this paper would be allowed to pass if he made an average of 50 on all the papers written for grade IX.

A candidate receiving 50 marks would be a “pass” candidate. The important point to be observed in these results is the fact that the candidates are arranged at almost equal intervals in the same proportions on either side of the average 52.2: 121 are below 45, 127 are above 60, while 262 are, or about half the whole, between 45 and 60. If a curve is drawn of this distribution it will be found to conform very closely with the curve of probability. If the number of candidates had been greater the conformity would have been closer.

(2) *Analysis of retardation in Alberta in 1915.*—On page 56 is given a table of age, sex and grade taken from the Annual Report of Alberta for 1915. The teachers when making up this table were required to give the reason for retardation and these reasons were classified. There is no doubt that the results obtained are open to a great many objections. In that year there were 4,218 teachers (although only 444 of these were third class, the rest above) and the results would be vitiated by the difference in standpoint represented by this large number of teachers, to say nothing of defects in judgment. This standpoint would be subject to the same law as the mentality of the pupils. If 4,000 persons were to judge the same average child, the chances are that the majority would class him as average while a portion would class him slightly

below or above and a small number would be found to class him as defective or "bright." This law is, however, counteracted here by the tendency to consider the pupil who, because of irregularity in attendance or other reasons, is behind with his work, mentally backward and the one who is well up in his work unusually bright. One would expect therefore to find in the returns a very large percentage of mentally backward children. As a matter of fact only 4.81 per cent of a total of 81,768 are returned as mentally backward, although 35.48 per cent of the same total are returned as retarded. This is remarkable and would seem to bear the stamp of trustworthiness. Only 9.09 per cent of the total are returned as retarded through defects in the pupils, half of which defect are stated to be due to physical defects or "indifference." The same returns gave 27.9 per cent as accelerated, that is in a grade above the age, taking 7 as the standard for grade I, 8 for grade II and so on up. Now a pupil who began school at 5 or 6 was returned as accelerated although he was only in grade I and had really taken no step ahead. There were 10,993 (or 12.77 per cent of the total) of such pupils in grades I and II alone. If a pupil had commenced at the age of 6 in grade I and had gone on at the normal rate he should be in grade IV at the age of 9 and would be returned as accelerated because the normal age for grade IV was 10 years. The indications are that if proper deductions are made, the percentage really accelerated, that is, those who were able to do the work of a grade in less than one year, would correspond very closely to the percentage retarded through defects in themselves, not want o opportunity. The table given below is a summary of the results discussed. It will be interesting to see how the proportions vary in different types of schools.

CLASSIFICATION OF RETARDED PUPILS IN ALBERTA PUBLICLY CONTROLLED SCHOOLS, IN 1915.

Type of Schools.	Number of pupils represented.			Number retarded.			Percentage of retarded.			Remarks.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Rural.....	15,038	13,694	28,732	7,999	6,735	14,734	53.19	49.18	50.98	Retardations here means over normal age in grade: 7 years of age is taken as normal age for Grade I and a year is allowed for each succeeding grade.
Village.....	3,196	2,949	6,145	1,411	1,187	2,598	44.14	40.59	46.33	
Town.....	13,927	13,861	27,788	5,292	4,754	10,046	38.00	34.30	27.31	
City.....	9,546	9,557	19,103	3,391	3,096	6,487	35.52	32.40	20.52	
Total.....	41,707	40,061	81,768	18,093	15,772	33,865	43.38	39.40	41.42	

ALLEGED REASONS FOR RETARDATION, AS REPORTED BY TEACHERS.

Type of School.	Percentages of total number of pupils sampled in each type of school.															
	Defects in Pupils.						Want of opportunity.							Special.		
	Mentally weak.	Mentally dull.	Physically weak.	Occasional ill health.	Indifference.	Total.	Changes in Teachers.	Changes in Residence.	Short time Schools.	Schools not in operation.	Lack of qualified teachers.	Want of opportunity.	Total.	Irregular attendance.	Foreign birth.	
Rural.....	0.56	3.27	0.52	1.57	3.03	8.95	1.88	4.24	0.63	1.86	0.64	14.76	24.01	10.18	7.84	
Village.....	0.79	3.52	0.88	2.19	3.43	10.81	0.63	7.42	0.11	0.15	0.00	10.09	18.40	8.22	8.90	
Town.....	0.46	5.09	0.67	2.55	1.72	10.49	0.00	3.84	0.00	0.00	0.00	5.78	9.62	2.91	4.29	
City.....	0.46	4.89	0.56	1.83	1.28	9.02	0.00	3.24	0.00	0.00	0.00	4.17	7.41	1.67	3.13	
Total.....	0.52	4.29	0.67	1.84	2.21	9.09	0.71	4.11	0.23	0.66	0.23	8.88	14.82	5.57	5.62	

Note.—Causes not stated 6.32 p.c.

These considerations suggest, to say the least, that a table of distribution of pupils by grade will not reveal or be disturbed by the mentality of the pupil, because there are probably as many above the average mentality as below it and both are in decreasing numbers. To these considerations may be added the very obvious one that if the proportions of defectives, or "geniuses" in a

province were sufficiently large to disturb the distribution into grades it would be shown by an unduly large number in the lowest and highest grades and a depression in the intermediate grades. As already stated, no one doubts the existence of these mentally backward pupils, and it is interesting to know that the problem of handling them is receiving greater and greater attention. The extent to which this is being done in Canada is partially surveyed on page 105 in the section on medical inspection and education of defectives.

The study of the problem of mentality of school children has occupied a large part of the life work of such men as Binet, whose written works give a good account of what is being done in France towards its solution. At the same time it must never be forgotten that there is probably an equal number who are as far above the normal as these are below it, and that from the point of view of their value to the country these claim at least as much special attention as their unfortunate complements. Their outlook may be blighted through being held down to the regular course of study and to the pace of the average pupils. Suppose, for example, two boys entered a graded school at the age of nine, the one three years below the average intelligence and the other three years above it. Under ordinary conditions the bright boy would be held down to a grade a year and by the time he reached 14 years of age he would be in grade VI, the other boy would be still in grade III. Supposing both of them left school at 14, the bright boy would be little better equipped for life educationally than the dull one. Now the best that a special class for the dull boy could do would be to advance him a year or two, while the bright boy under favourable conditions would have finished his first year in high school and thus laid a foundation on which, with sufficient ambition and determination he could go on of his own accord towards higher education.

19.—Comparative Table of the Distribution by Grades of Pupils in Publicly Controlled Schools in the Different Provinces during the year 1919, or the latest year reported.

NOTE.—No attempt has been made to correlate the years in Quebec Roman Catholic schools with the grades of other Provinces.

Province.	Year.	Elementary Grades.										Secondary Grades.				Total.	
		Kinder- garten.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elem- entary.	Second- ary.	Grand total.
Nova Scotia.....	1919	1,290	29,413	12,111	11,663	10,893	10,967	8,648	7,052	5,807	5,035	2,519	1,342	2-42	97,844	9,138	106,982
	2nd term,																
	1919		15,587	10,239	10,923	10,399	8,380	3,051	2,438	1,872	1,092	572	350	11	62,889	2,025	64,914 ²
	1919		13,811	8,325	8,049	7,746	6,838	5,316	3,947	1,800	1,140	690	405	78	55,922	2,244	58,166
	1919		30,260	15,879	15,334	14,302	12,120	9,038	5,416	3,500	3,490	2,023	1,212	405	107,859	6,803	114,662
Saskatchewan.....	1919		49,456	20,020	22,012	21,323	15,371	11,331	7,197	8,509	6,334		2,017	649	155,219	9,000	164,219
Alberta.....	1919		31,672	14,035	14,247	13,887	12,118	10,815	8,374	8,487	3,826	2,151	1,445	510	113,635	7,932	121,567
Ontario.....		Primer.	First Book.	Second Book.	Third Book.	Fourth Book.	Fifth Book or Lower School.						Middle School.	Upper School.			
	1918	20,727	123,677	72,377	104,935		109,364		92,156		31,340	8,591	1,488		523,236	41,419	564,655
British Columbia.....			Junior Grade.	Intermediate Grade.	Senior Grade.								Inter- mediate Grade.	Senior Grade.			
		1st Primer.	2nd Primer.	3rd Reader.	2nd Reader.	Third Reader.											
	1919		12,936	11,412	10,853	17,727			12,953						65,881	6,074	71,955 ³
Prince Edward Island.....			Form I.	Form II.	Form III.	Form IV.	1st year P.W.C.	2nd P.W.C.	3rd P.W.C.								
	1919		5,986	5,430	3,904	1,538	176	40	10								17,084
Quebec. R. C.	1919		Elementary.				Model.				Academy.						
		1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.								
		157,068	97,054	76,499	44,650	19,121	9,845	4,113	2,173								410,523 ⁴

¹In addition to these there were in P.E.I., 729 reported as "ungraded," bringing total up to 17,813. ²Total given for N.B. is 64,920—added by grades, 64,914. ³Total given in report, 72,006—added by grades, 71,955. ⁴This classification does not include the whole of the enrolment (436,201). See Report on Education Statistics for 1919-20, page 37.

COMPARATIVE COURSES OF STUDY IN REPRESENTATIVE SUBJECTS IN THE PROVINCES OF CANADA AS IN 1920.

Table 19 attempts to bring together the distribution by grade in the publicly controlled institutions in all the provinces except the Roman Catholic schools in Quebec, of which the grading cannot be set down on a comparative basis, as it is up to the present impossible to ascertain how many pupils of secondary grades attend the classical colleges, or how many of the pupils of the different grades attend public or private institutions; or how the grades themselves compare with the grades in other provinces. The comparison so far as indicated is fairly accurate, except possibly in the case of British Columbia.

Enough has been said to point out that the above table conceals more than it reveals. In such provinces as have the same system of grading it shows how they compare in the tendencies to which the table points especially in:—

- (1) The large number in the earlier grades as compared with the later grades.
- (2) The crowding in grade I.

To enable a better analysis of these figures to be made a summary of the course of study in each province is now given.

Historical Analysis of Distribution by Grades.

A historical analysis of distribution by grades is a better means of forming an estimate of the work done by schools than analysis of any one year. This will be realized when the distribution of 1918 or 1919 is considered in view of the influenza epidemic, and, in the case of secondary grades especially, when any of the years during the war is taken. Again it would be unfair to place a table of distribution in a new province side by side with that of an old province for the sake of estimating the comparative merits of the work in these two provinces. In the case of historical tables, it is clear that if one province shows a better distribution than another, but if the latter shows a more rapid and steady growth than the former, a basis of comparison is thus given. The tables which follow use the nomenclature of the province concerned. Table 21 gives the distribution by grades in the five provinces which use the twelve grade system (Nova Scotia, New Brunswick, Manitoba, Saskatchewan, Alberta) during eight years. A longer period is not admissible because Alberta did not introduce the twelve grade system until 1912. Eight years, again, is the natural elementary school life. Again eight years carry us back almost as far as the census year 1911. The table makes a sharp division between elementary and secondary grades for this reason. For the sake of convenience in analyzing this distribution, table 21 gives the same facts in percentages of the total in the elementary grades and separately of the total in secondary grades. This has the advantage of showing both the growth of secondary work and the comparative elimination from year to year in the elementary grades and in the secondary grades. Tables 23-32 give such historical statistics of distribution as are available for each province. The statistics of Quebec are given separately for the Roman Catholic and Protestant schools, as their grading systems are not the same.

21.—Distribution of Pupils in Publicly Controlled Schools by Grades, totalled for five provinces (N.S., N.B., Man., Sask., Alta.), for eight years, 1912-1919.

NUMBERS.														
Year.	Number of Pupils in Elementary Grades.									Number in Secondary Grades.				Grand Total in Elementary and Secondary Grades
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.	IX and X.	XI.	XII.	Total.	
1912...	92,835	42,554	44,293	40,807	32,023	20,595	14,943	15,143	302,643	13,355	2,815	734	16,904	319,547
1913...	129,349	58,248	58,989	55,044	43,399	27,663	19,256	19,882	410,651	.....	.....	.....	23,316	433,967
1914...	137,011	63,591	63,560	58,780	45,992	30,408	21,097	21,958	442,397	.....	.....	.....	26,054	468,451
1915...	136,552	68,465	67,730	62,121	49,383	33,512	22,956	24,767	465,990	.....	.....	.....	29,917	495,907
1916...	137,244	69,236	70,035	65,776	48,399	35,624	24,448	24,860	476,959	.....	.....	.....	31,443	508,402
1917...	144,210	69,736	72,943	67,101	55,451	37,615	26,534	26,730	500,220	23,653	5,758	1,504	30,915	531,135
1918...	148,292	70,309	72,867	69,480	56,467	40,129	28,738	28,077	513,734	24,596	6,082	1,383	32,261	545,995
1919...	157,678	72,284	74,199	70,804	58,712	42,883	30,477	30,175	537,446	27,042	6,366	1,490	34,898	572,344

PERCENTAGES.														
1912...	29.50	13.30	13.90	12.77	10.02	6.45	4.67	4.74	94.71	4.18	0.88	0.23	5.29	100.0
1913...	29.88	13.45	13.62	12.71	10.02	6.39	4.45	4.59	94.85	.....	.....	.....	5.15	100.0
1914...	29.07	12.49	13.49	12.47	9.76	6.45	4.48	4.66	93.87	.....	.....	.....	6.13	100.0
1915...	27.54	12.81	13.66	12.53	9.96	6.76	4.63	4.99	93.90	.....	.....	.....	6.10	100.0
1916...	27.00	13.62	13.78	12.94	9.52	7.01	4.81	4.89	93.82	.....	.....	.....	6.18	100.0
1917...	27.15	13.13	13.73	12.63	10.44	7.82	5.00	5.03	94.18	4.45	1.08	0.28	5.82	100.0
1918...	27.16	12.88	13.35	12.73	10.34	7.35	5.26	5.14	94.09	4.50	1.11	0.25	5.91	100.0
1919...	27.55	12.63	12.96	12.37	10.26	7.49	5.32	5.27	93.90	4.72	1.11	0.26	6.10	100.0

22.—Prince Edward Island Publicly Controlled Schools—Distribution of Pupils by Grades, 1904- 1919.

NOTE.—The grand totals up to 1914 are the sum of the Grades and do not correspond to the totals for the province as given in Table 2, since Prince of Wales College is here included.

Year.	Elementary Grades.				Secondary.		Total.			Grand Total.
	Primer Book I.	Books II & III.	Book IV.	Book V.	Book VI.	Prince of Wales College.	Elementary.	Secondary	Ungraded	
1904.	4,698	6,239	3,520	2,777	1,695	200			102	19,231
1905.	4,679	6,151	3,643	2,850	1,794	197			155	19,469
1906.	4,519	5,690	3,388	2,916	1,735	220			738	19,036
1907.	4,798	6,016	3,540	4,195	277				210	19,206
1908.	4,709	5,062	3,614	4,491	136	240				18,252
1909.	5,131	5,240	3,677	3,977	48	285				18,358
1910.	5,643	5,103	3,282	3,895	9	239				18,171
1911.	5,790	6,563	5,044			278				17,675
1912.	5,601	6,666	4,511			287			300	17,365
1913.	5,991	6,805	4,351			271			408	17,826
	Grades I & II.	Grades III & IV.	Grades V & VI.	Grades VII.	Grades VIII.					
1914.	6,015	3,069	3,929	2,113	2,113	299	15,956	2,412	830	18,368
1915.	6,149	3,309	4,179	2,190	2,193	309	15,827	2,502	382	18,711
1916.	6,368	6,133	4,018	725	725	281	17,244	1,006	393	18,643
1917.	6,460	5,955	4,002	706	707	306	17,123	1,013	360	18,496
1918.	5,827	5,474	4,424	915	915	227	16,640	1,142	306	18,088
1919.	5,986	5,430	3,904	769	769	278	16,089	1,047	729	17,865

23.—Nova Scotia Publicly Controlled Schools—Distribution of Pupils by Grades, 1894-1919.

Year.	Number Enrolled.														
	Elementary Grades.								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elementary.	Secondary.	Grand.
1894.	18,908	13,498	12,184	12,672	11,158	9,202	9,409	6,489	2,922	1,186	460	82	93,520	4,650	98,170
1895.	19,470	13,042	12,361	13,011	10,833	9,711	9,854	6,745	3,553	1,331	576	68	95,027	5,528	100,555
1896.	18,893	13,384	12,385	13,195	10,893	9,138	9,913	7,115	4,008	1,482	536	90	94,916	6,116	101,032
1897.	19,116	13,232	12,541	13,007	11,136	9,193	9,305	7,064	4,202	1,692	590	72	94,594	6,556	101,150
1898.	18,929	13,128	12,532	13,275	11,007	9,015	9,344	6,850	4,530	1,885	608	100	94,080	7,123	101,203
1899.	18,709	12,970	12,347	13,087	10,876	8,814	9,089	7,151	4,709	2,018	736	11	93,943	7,574	100,617
1900.	18,798	13,257	12,256	12,816	10,666	9,014	8,825	7,248	4,391	1,894	865	99	92,880	7,249	100,129
1901.	19,185	13,089	11,975	12,655	10,590	8,700	8,292	6,628	4,461	1,850	878	107	91,114	7,296	98,410
1902.	20,497	13,688	12,252	12,449	10,332	8,658	7,735	6,308	4,364	1,804	874	98	91,919	7,140	99,059
1903.	20,553	13,817	12,825	12,424	10,271	8,280	7,801	5,716	4,306	1,841	822	112	91,687	7,081	98,768
1904.	20,799	13,014	12,635	12,297	9,962	8,024	7,418	5,742	4,017	1,972	911	95	89,891	6,995	96,886
1905.	21,056	13,891	12,862	12,830	10,606	8,411	7,465	5,845	4,387	1,859	925	115	92,966	7,286	100,252
1906.	23,401	12,567	12,794	12,636	10,537	8,007	7,116	5,635	4,480	2,071	978	110	92,693	7,639	100,332
1907.	24,539	11,783	12,272	12,686	11,020	8,690	6,158	5,193	4,378	2,117	1,038	113	92,361	7,646	100,007
1908.	24,953	11,791	11,645	12,190	11,424	8,902	6,287	5,000	4,668	2,021	1,089	135	92,192	7,913	100,105
1909.	25,500	11,997	11,864	11,961	11,246	9,368	6,364	5,256	4,392	2,463	1,104	165	93,556	8,124	101,680
1910.	26,315	11,665	11,636	11,962	10,787	9,191	6,643	5,179	4,761	2,566	1,155	175	93,378	8,657	102,035
1911.	27,143	11,767	11,774	11,746	10,660	8,936	6,913	5,295	4,717	2,550	1,223	186	94,234	8,676	102,910
1912.	28,183	11,877	11,987	11,800	10,724	8,634	6,630	5,481	4,647	2,669	1,144	208	95,316	8,668	103,984
1913.	28,675	12,121	12,028	12,472	10,786	8,676	6,561	5,314	4,664	2,552	1,214	206	96,633	8,636	105,269
1914.	29,180	11,983	12,132	12,249	11,088	8,700	6,789	5,327	4,684	2,767	1,229	223	97,448	8,903	106,351
1915.	28,742	12,481	12,275	11,958	11,493	9,262	6,647	5,433	5,134	2,698	1,414	231	98,291	9,477	107,768
1916.	30,074	12,988	12,008	12,074	10,938	9,335	6,736	5,310	5,123	2,841	1,434	228	99,463	9,726	109,189
1917.	30,609	12,600	12,398	11,147	11,557	9,127	6,983	5,523	4,704	2,842	1,349	193	99,944	9,088	109,032
1918.	30,077	12,489	12,249	10,954	11,108	9,211	7,075	5,732	4,881	2,689	1,401	231	98,895	9,205	108,097
1919.	30,703	12,111	11,663	10,893	10,967	8,648	7,052	5,807	5,035	2,519	1,342	242	97,844	9,138	106,982

Average Age of each Grade in 1919 in years and months.

6-8	8-2	9-3	10-1	10-10	11-8	12-6	13-10	14+	15+	Ages given only to "over 16."					
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24.—Nova Scotia Publicly Controlled Schools—Percentage Distribution of Pupils by Grades, 1894-1919.

Year.	Elementary Grades.								Secondary Grades				Total.		
	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elementary	Secondary.	Percentage of Elementary in Secondary Grades.
1894	19-26	13-75	12-04	12-91	11-37	9-37	9-59	6-61	2-98	1-21	0-47	0-08	95-26	4-74	4-97
1895	19-36	12-97	12-29	12-94	10-77	9-65	9-80	6-71	3-53	1-32	0-57	0-07	94-50	5-50	5-82
1896	18-70	13-25	12-26	13-06	10-78	9-04	9-81	7-04	3-97	1-47	0-53	0-09	93-95	6-05	6-44
1897	18-90	13-08	12-40	12-86	11-01	9-09	9-20	6-98	4-15	1-67	0-58	0-07	93-52	6-48	6-93
1898	18-70	12-97	12-38	13-12	10-87	8-91	9-23	6-77	4-48	1-86	0-60	0-10	92-96	7-04	7-57
1899	18-59	12-89	12-27	13-01	10-81	8-76	9-03	7-11	4-68	2-01	0-73	0-11	92-47	7-53	8-14
1900	18-77	13-24	12-24	12-80	10-65	9-00	8-81	7-24	4-39	1-89	0-86	0-10	92-76	7-24	7-80
1901	19-49	13-30	12-17	12-86	10-76	8-84	8-43	6-74	4-53	1-88	0-89	0-11	92-59	7-41	8-00
1902	20-69	13-82	12-37	12-57	10-43	8-70	7-81	6-37	4-41	1-82	0-88	0-10	92-79	7-21	7-76
1903	20-81	13-99	12-98	12-58	10-40	8-38	7-90	5-79	4-36	1-86	0-83	0-11	92-83	7-17	7-72
1904	21-45	13-44	13-04	12-69	10-28	8-28	7-66	5-93	4-15	2-04	0-94	0-10	92-77	7-23	7-78
1905	21-00	13-86	12-83	12-80	10-56	8-39	7-45	5-83	4-38	1-85	0-92	0-11	92-38	7-62	7-82
1906	23-32	12-53	12-75	12-59	10-50	7-98	7-09	5-62	4-47	2-06	0-97	0-11	92-39	7-61	8-24
1907	24-55	11-78	12-27	12-68	11-02	8-69	6-15	5-19	4-37	2-11	1-03	0-11	92-36	7-64	8-28
1908	24-92	11-78	11-63	12-18	11-41	8-89	6-28	4-99	4-66	2-02	1-09	0-14	92-10	7-90	8-58
1909	25-08	11-80	11-67	11-76	11-06	9-21	6-26	5-17	4-32	2-42	1-09	0-16	92-01	7-99	8-54
1910	25-79	11-43	11-40	11-72	10-57	9-01	6-51	5-08	4-67	2-51	1-13	0-17	91-52	8-48	9-29
1911	26-38	11-43	11-44	11-41	10-36	8-68	6-72	5-15	4-58	2-48	1-19	0-18	91-58	8-42	9-20
1912	27-10	11-42	11-53	11-35	10-31	8-30	6-38	5-27	4-47	2-57	1-10	0-20	91-66	8-34	9-09
1913	27-24	11-51	11-43	11-85	10-25	8-24	6-23	5-05	4-43	2-42	1-15	0-20	91-80	8-20	8-93
1914	27-44	11-27	11-41	11-52	10-43	8-18	6-38	5-01	4-40	2-60	1-16	0-21	91-63	8-37	9-13
1915	26-67	11-58	11-39	11-10	10-66	8-59	6-17	5-04	4-76	2-50	1-31	0-21	91-22	8-78	9-64
1916	27-54	11-90	11-00	10-07	10-02	8-55	6-17	4-86	4-70	2-69	1-31	0-21	91-09	8-91	9-78
1917	28-07	11-59	11-37	10-22	10-59	8-37	6-40	5-07	4-31	2-61	1-24	0-18	91-46	8-54	9-09
1918	27-82	11-56	11-33	10-13	10-27	8-52	6-54	5-30	4-51	2-50	1-30	0-21	91-49	8-51	9-30
1919	28-70	11-32	10-90	10-18	10-25	8-08	6-60	5-43	4-71	2-35	1-25	0-23	91-46	8-54	9-23

25.—New Brunswick Publicly Controlled Schools—Distribution of Pupils by Grades, 1890-1919.

Year	Elementary Grades.								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elemen- tary.	Second- ary.	Grand.
1890.	14,653	10,756	10,520	9,851	6,714	2,282	1,747	1,190	.....	.....	.....	.....	58,250	320	68,523
1895.	14,280	10,993	10,845	10,363	8,771	2,478	1,939	1,583	.....	.....	.....	.....	61,955	563	62,518
1896.	14,159	10,610	10,803	10,143	8,735	2,645	1,876	1,616	.....	.....	.....	.....	61,510	408	61,918
1897.	13,664	10,471	10,626	10,271	8,937	2,550	1,918	1,744	760	324	139	3	60,682	1,226	61,908
1898.	14,658	10,632	10,579	10,598	8,850	2,522	2,037	1,778	866	382	180	1	61,904	1,429	63,333
1899.	14,468	10,917	10,504	10,778	9,071	2,482	2,069	1,776	804	461	212	10	62,049	1,487	63,536
1900.	14,392	9,658	10,191	10,380	8,680	2,592	1,976	1,718	906	429	209	14	59,886	1,558	67,129
1901.	14,936	9,321	10,049	9,795	8,494	2,521	1,894	1,721	893	454	246	18	58,892	1,528	66,689
1902.	14,113	9,349	10,212	10,054	8,524	2,507	1,920	1,690	996	505	239	11	58,707	1,770	67,425
1903.	13,408	9,247	10,136	10,028	8,247	2,677	1,947	1,715	1,010	453	265	25	57,562	1,751	65,951
1904.	13,357	9,062	10,065	9,870	8,311	2,727	1,912	1,633	950	562	226	13	57,008	1,751	65,278
1905.	13,558	9,466	10,473	9,863	8,418	2,692	2,089	1,647	970	571	247	17	58,595	1,805	66,635
1906.	13,717	9,374	10,692	10,091	8,342	2,493	2,001	1,701	1,058	557	254	18	58,520	1,887	66,897
1907.	13,037	9,028	10,549	10,096	8,192	2,681	2,013	1,895	991	555	247	12	57,491	1,805	66,422
1908.	13,881	9,142	10,312	9,060	7,120	2,517	2,132	1,847	1,028	554	315	14	58,166	1,874	66,383
1909.	13,892	9,594	10,882	10,215	8,355	2,862	2,113	1,958	1,141	600	295	11	59,871	2,047	67,785
1910.	14,592	9,452	10,897	10,537	8,630	2,751	2,283	1,802	990	629	301	15	60,944	1,935	68,154
1911.	14,730	9,980	10,667	10,470	8,805	2,733	1,989	1,766	1,011	570	281	14	61,270	1,876	68,951
1912.	14,675	9,948	10,667	10,470	8,805	2,733	1,989	1,896	1,011	570	281	14	61,270	1,876	68,951
1913.	15,232	10,153	10,705	10,426	8,702	2,678	2,111	1,575	1,100	546	319	7	61,582	1,972	69,663
1914.	15,341	10,255	10,969	10,498	8,723	2,659	2,114	1,703	1,062	625	292	11	62,362	1,890	70,622
1915.	15,570	10,799	11,684	10,961	8,979	2,819	2,194	1,768	1,069	611	336	14	64,998	2,030	72,013
1916.	15,494	10,803	11,437	10,948	8,852	2,880	2,143	1,722	1,201	617	331	12	64,616	2,161	73,007
1917.	14,646	10,399	11,293	10,634	8,730	2,853	2,336	1,763	1,103	651	343	7	63,067	2,104	71,981
1918.	14,720	10,538	11,286	10,634	8,433	2,952	2,404	1,827	1,047	627	358	11	63,495	2,043	71,782
1919.	15,587	10,239	10,923	10,399	8,380	3,051	2,438	1,872	1,092	572	356	11	63,277	2,025	71,029

Elementary and Secondary Totals are for Second Term ending June 30. Grand Totals are for full year, except 1895-1899, which are for Second Term.

SURVEY OF EDUCATION IN CANADA

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26.—Quebec Publicly Controlled Schools: Distribution of Pupils by Years.

Year.	Number of Pupils in Catholic Schools.								Total.
	Elementary.				Model.		Academy.		
	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	
1915.....	152,105	95,938	71,890	41,639	17,143	8,366	3,888	2,016	392,985
1916.....	155,378	97,947	75,241	44,045	17,468	8,972	4,180	2,117	405,348
1917.....	154,414	96,517	75,369	45,164	17,789	9,091	4,333	2,237	404,914
1918.....	159,600	98,706	75,348	45,640	17,967	9,414	4,143	2,323	412,961
1919 ¹	157,068	97,054	76,499	44,650	19,121	9,845	4,113	2,173	410,523

Year.	Number of Pupils in Protestant Schools.										Total.	
	Elementary.							Model.		Academy.		
	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.		11th year.
1915.....	12,352	7,188	6,958	6,407	3,310	5,196	1,770	339	10,462 ²	669	451	55,102
1916.....	14,756	8,843	8,377	8,142	6,464	4,610	3,756	1,711	1,293	731	416	59,099
1917.....	14,367	8,194	8,219	8,005	6,712	4,900	3,874	1,691	1,179	840	495	58,476
1918.....	13,196	7,691	7,790	7,409	6,430	4,881	3,459	1,631	1,090	585	385	54,547
1919.....	13,811	8,325	8,049	7,746	6,838	5,316	3,947	1,890	1,149	690	405	58,166

The totals shown in this classification do not correspond to the totals for Quebec given elsewhere as the latter include enrolment in "independent" schools. (2sic.)

27.—Ontario Publicly Controlled Schools—Distribution of Pupils by Grades, 1897-1919

Year.	Elementary Grades.						Total.			Night Public School.	Night High School.	Total.
	Kinder- garten.	Primer.	First Book.	Second Book.	Third Book.	Fourth Book.	Elemen- tary.	Sec- ondary.	Grand.			
1897.....			181,375	91,330	99,682	89,314						
1898.....			179,360	90,624	97,693	89,670						
1899.....	11,262		174,442	93,076	97,702	86,500	462,982	41,763	504,745	1,026		505,771
1900.....	11,234		177,614	88,836	94,069	84,507	456,260	39,191	495,451	795		496,246
1901.....	11,405		178,077	86,982	92,203	84,106	452,773	39,861	492,634	800		493,434
1902.....	11,300		176,503	85,732	90,630	83,738	447,903	42,957	490,860	670		491,530
1903.....	11,880		173,309	86,582	90,065	83,981	445,817	42,063	487,880	701		488,581
1904.....	12,021		169,981	85,229	90,111	83,104	440,446	43,905	484,351	702		485,053
1905.....	12,480		170,253	84,289	90,170	85,469	458,974	44,974	487,635	620		488,255
1906.....	14,160		172,464	84,231	90,013	86,469	447,337	45,207	492,544	898		493,442
1907.....	15,242		172,746	84,622	89,381	85,752	447,733	46,058	493,791	1,552		495,343
1908.....	16,477		175,566	84,072	91,039	86,412	453,566	48,075	501,641	889		502,530
1909.....	17,816	116,287	62,005	84,036	90,267	87,690	458,101	49,118	507,219	1,344		508,563
1910.....	18,943	120,010	62,742	86,937	88,387	87,023	464,042	46,658	510,700	1,645		512,345
1911.....	20,677	122,258	65,962	89,630	88,886	85,940	473,353	45,252	518,605	1,573		520,255
1912.....	21,562	126,100	67,368	92,728	88,811	85,213	481,782	45,169	526,951	1,743	77	529,029
1913.....	23,289	129,759	69,992	97,418	91,867	84,678	497,003	45,819	542,822	1,749	1,459	546,030
1914.....	25,554	131,306	72,650	100,798	96,330	85,867	512,505	49,422	561,927	2,155	2,374	566,456
1915.....	18,730	131,844	72,898	102,972	100,223	90,050	516,517	52,513	569,030	1,794	2,354	573,178
1916.....	17,450	128,748	73,208	106,201	102,270	91,824	519,701	40,639	560,340	1,185	3,467	564,992
1917.....	19,308	125,321	73,996	106,034	105,062	91,989	521,710	40,155	561,865	820	3,927	566,612
1918.....	20,727	123,677	72,377	104,935	109,364	92,156	523,236	41,419	564,655	671	4,485	569,811
1919.....	23,946	128,826	75,171	106,107	100,115	97,069	541,234	43,490	584,724	843	5,042	590,609

NOTE.—Figures for individual Secondary Grades are given only from 1916 to 1919, as follows:—

	Lower School.	Middle School.	Upper School.
1916.....	30,886	8,591	1,543
1917.....	30,002	8,582	1,571
1918.....	31,340	8,591	1,488
1919.....	32,667	9,301	1,522

DOMINION BUREAU OF STATISTICS

28.—Manitoba Publicly Controlled Schools—Distribution of Pupils by Grades, 1902-1919.

Year.	Elementary Grades.								Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Elementary.	Secondary.	Grand.
1902...	14,086	6,893	8,407	7,335	6,184	3,809	2,215	2,580	51,509	2,647	54,156
1903...	15,771	7,006	8,482	7,796	5,958	3,950	2,731	2,800	54,294	2,915	57,409
1904...	16,180	7,414	7,487	7,728	5,988	4,092	3,079	3,482	55,450	3,070	58,520
1905...	18,086	7,878	8,058	8,143	6,325	4,140	3,358	4,061	60,049	3,238	63,287
1906...	18,470	8,132	8,143	8,281	6,287	4,264	2,961	4,006	60,544	3,579	64,123
1907...	19,539	8,597	8,326	8,397	6,585	4,306	3,280	4,045	63,075	4,069	67,144
1908...	19,325	9,242	8,825	8,974	6,822	5,004	3,426	4,838	66,456	4,575	71,031
1909...	19,713	9,137	9,158	9,097	7,191	5,167	3,617	4,864	68,344	5,100	73,044
1910...	21,100	9,710	9,099	9,396	7,263	5,402	3,625	4,999	70,594	5,653	76,247
1911...	22,828	10,594	10,053	9,477	7,254	5,740	3,660	4,886	74,492	6,336	80,828
1912-3...	24,839	11,699	11,454	9,934	7,983	5,495	3,298	3,981	78,683	4,996	83,679
1914...	27,127	14,293	12,687	11,459	8,649	6,121	3,743	4,357	88,435	5,518	93,954
1915...	27,399	15,394	13,696	12,264	9,779	6,660	4,278	5,106	94,576	6,387	100,963
1916...	26,084	15,741	14,691	13,214	10,142	7,339	4,684	5,205	97,100	6,696	103,796
1917...	26,968	15,353	15,101	14,077	10,977	7,678	4,825	5,315	100,294	6,294	106,588
1918...	27,311	15,405	15,249	14,466	12,072	8,301	5,249	5,293	103,346	6,579	109,925
1919...	30,260	15,879	15,334	14,302	12,120	9,038	5,416	5,500	107,849	6,803	114,652

NOTE.—Figures for individual Secondary Grades are given only for 1917-1919, as follows:—

	IX.	X.	XI.	XII.
1917.....	3,067	1,939	1,209	79
1918.....	3,086	2,045	1,355	93
1919.....	3,490	2,023	1,212	78

29.—Saskatchewan Publicly Controlled Schools—Distribution of Pupils by Grades, 1903-1919.

Year	Elementary Grades								Secondary Grades			Total		
	I	II	III	IV	V	VI	VII	VIII	Jr.	Mid.	Sr.	El't'y.	S'd'y.	Grand
1903	9,470	5,493	6,372	5,851	3,575		1,724		441	213	52	32,485	706	33,191
1904	11,650	6,981	7,654	7,144	4,398		2,273		616	259	58	40,100	933	41,033
1905	7,156	4,131	4,657	4,320	2,789		1,518		410	184	26	24,571	620	25,191
1906	8,762	5,239	5,773	5,455	3,365		1,872		573	180	56	30,466	809	31,275
1907	10,770	6,359	6,673	6,492	4,194		2,406		561	205	62	36,794	828	37,622
1908	15,200	7,020	7,701	6,942	3,990	1,965	1,485	1,940	625	191	27	46,243	843	47,086
1909	18,553	7,823	8,502	6,922	4,547	2,736	1,737	2,269	1,329	557	141	53,089	2,027	55,116
1910	21,775	8,815	9,683	9,199	5,377	3,152	2,199	2,567	1,840	547	238	62,767	2,625	65,392
1911	24,085	9,587	10,446	9,760	6,101	3,605	2,535	3,062	2,122	718	239	69,181	3,079	72,260
1912	27,166	11,021	11,601	10,660	6,940	4,268	2,950	3,628	2,625	795	242	78,234	3,662	81,896
1913	34,973	13,489	13,943	13,107	8,279	5,231	3,355	4,630	3,216	950	290	97,007	4,456	101,463
1914	38,518	14,867	15,468	14,307	9,707	6,061	3,772	5,516	4,169	1,169	431	108,216	5,769	113,985
1915	39,016	16,421	16,859	15,353	10,583	7,032	4,284	6,524	5,069	1,383	338	116,072	6,790	122,862
1916	40,653	16,869	18,005	16,721	10,934	7,795	4,873	6,484	4,979	1,729	397	122,334	7,105	129,439
1917	45,199	17,878	19,214	18,192	13,563	8,592	5,599	7,099	5,144	1,674	461	135,358	7,279	142,617
1918	47,321	18,768	20,133	19,942	13,899	9,903	6,182	7,689	5,268	1,632	539	143,897	7,489	151,326
1919	49,456	20,020	22,012	21,323	15,371	11,331	7,197	8,509	6,334	2,017	649	155,219	9,000	164,219

30.—Alberta Publicly Controlled Schools: Distribution of Pupils by Grades, 1905-1919.

ENROLLED.

Year.	Number.												Total..		
	Elementary Grades.								Secondary Grades.				Elem.	Sec.	Grand.
	Stand- ard Part I.	Stand- ard I. Part II.	Standard II.	Standard III.	Standard IV.	Stand. V.	Standard VI.	Stand- ard VII	Stand- ard VIII.						
1905.....	6,544	4,042	4,719	4,519	2,529	1,316	381	154	50	23,669	585	24,254			
1906.....	7,659	4,758	5,480	5,352	3,099	1,675	506	184	71	28,023	761	28,784			
1907.....	9,163	5,524	6,226	6,649	3,777	2,115	582	216	86	33,456	882	34,338			
1908.....	11,565	5,823	6,929	7,032	4,613	2,519	748	316	108	34,481	1,172	39,653			
1909.....	13,929	6,509	7,619	7,778	5,298	3,168	1,006	512	229	44,301	1,747	46,048			
1910.....	17,276	7,689	8,976	9,392	6,180	3,706	1,252	636	200	53,219	2,088	55,307			
1911.....	18,886	8,864	10,291	10,338	6,744	4,123	1,563	607	264	59,226	2,434	61,660			
	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.			
1912.....	22,911	9,708	9,736	7,837	5,521	4,959	3,359	4,270	1,254	600	615	274	67,671	2,743	70,414
1913.....	25,630	10,786	10,860	9,105	6,649	5,583	3,931	4,382	1,642	710	523	288	76,746	3,163	79,900
1914.....	26,845	12,194	12,304	10,267	7,825	6,867	4,979	5,055	1,939	1,133	623	279	85,936	3,974	89,910
1915.....	25,825	13,370	13,216	11,585	8,849	7,739	5,553	5,936	2,236	1,474	984	439	92,053	5,233	97,286
1917.....	26,788	13,506	14,937	13,028	10,632	9,365	6,791	7,030	2,701	1,502	1,183	764	101,577	6,150	107,727
1918.....	28,237	13,109	13,950	13,484	10,955	9,762	7,128	7,536	3,041	1,912	1,286	700	104,161	6,948	111,109
1919.....	31,672	14,035	14,247	13,887	12,118	10,815	8,374	8,487	3,826	2,151	1,445	510	113,635	7,932	121,567

31.—Alberta Publicly Controlled Schools: Percentage Distribution of Pupils by Grades, 1905-1919.

Year.	Elementary Grades.							Secondary Grades.				Total.		
	Stand- ard I, Part I.	Stand- ard II, Part II.	Standard II.	Stand- ard III.	Stand- ard IV.	Stand- ard V.		Standard VI.	Stand- ard VII.	Stand- ard VIII.		Ele- mentary.	Second- ary.	
1905.....	26.98	16.66	19.46	18.63	10.43	5.43		1.57	.63	.21		97.59	2.41	
1906.....	26.61	16.53	19.04	18.59	10.77	5.82		1.76	.64	.24		97.36	2.64	
1907.....	26.69	16.09	18.13	19.36	10.99	6.16		1.70	.63	.25		97.72	2.28	
1908.....	29.17	14.68	17.47	17.73	11.64	6.35		1.89	.80	.27		97.04	2.96	
1909.....	30.25	14.14	16.52	16.90	11.50	6.89		2.19	1.12	.49		96.21	3.79	
1910.....	31.24	13.90	16.23	16.98	11.18	6.70		2.26	1.15	.36		96.23	3.77	
1911.....	30.60	14.37	16.70	16.76	10.93	6.69		2.53	.98	.44		96.05	3.95	
	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.		
1912.....	32.24	13.66	13.70	11.03	7.77	6.98	4.72	6.01	1.76	.84	.86	.38	96.08	3.92
1913.....	32.08	13.49	13.59	11.39	8.09	6.99	4.92	5.49	2.06	.88	.66	.36	95.91	4.09
1914.....	29.86	13.56	13.68	11.42	8.73	7.63	5.09	5.62	2.15	1.26	.69	.31	95.56	4.44
1915.....	25.54	13.74	13.59	11.89	9.09	7.96	5.71	6.10	2.40	1.52	1.01	.45	94.62	5.38
1916.....	25.14	12.94	14.00	11.92	9.61	8.34	6.06	6.19	2.60	1.56	1.09	.55	94.19	5.81
1917.....	24.87	12.55	13.40	12.09	9.88	8.69	6.30	6.53	2.50	1.39	1.09	.71	94.38	5.62
1918.....	25.41	11.79	12.56	12.14	9.86	8.78	6.41	6.79	2.74	1.72	1.16	.64	93.75	6.22
1919.....	26.05	11.55	11.71	11.42	9.97	8.90	6.89	6.98	3.15	1.77	1.19	.42	93.48	6.52

32.—British Columbia Publicly Controlled Schools: Distribution of Pupils by Grades, 1901-1919.

Year.	Elementary Grades.							Totals.			
	First Primer.	Second Primer.	First Reader	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader	Elem- entary.	Second- ary.	Col- leges.	Grand Total.
1901.....	5,598	2,928	2,139	3,427	3,838	2,748	.....	20,678	584	.....	123,615
1902.....	5,481	2,197	2,741	3,577	4,019	3,596	.....	23,117	784	.....	23,901
1903.....	5,304	2,337	2,557	3,579	4,399	4,515	.....	23,643	856	.....	24,499
1904.....	5,581	2,425	3,017	3,441	4,515	5,277	.....	24,806	981	.....	25,787
1905.....	5,780	2,597	3,391	3,812	4,358	5,825	.....	26,264	1,090	.....	27,354
1906.....	5,896	2,808	3,416	3,779	4,718	6,669	.....	27,286	1,236	.....	28,522
1907.....	6,035	2,837	3,608	4,226	5,122	6,856	.....	28,684	1,355	.....	30,039
1908.....	6,846	3,336	4,055	4,678	5,469	7,369	.....	31,753	1,470	91	33,314
1909.....	7,295	3,486	4,254	4,773	6,646	7,835	.....	34,289	1,809	129	36,227
1910.....	8,316	3,960	4,530	5,359	6,997	8,467	.....	37,629	2,041	152	39,822
1911.....	9,635	4,567	5,592	5,946	8,083	9,134	.....	42,957	1,988	180	45,125
1912.....	10,003	5,137	6,469	7,045	8,978	10,009	176	47,641	2,327	202	50,170
1913.....	11,495	6,856	7,068	8,461	11,099	10,619	106	54,598	2,786	224	57,608
1914.....	12,276	5,881	7,072	9,428	13,023	11,160	141	58,809	3,418	306	62,263
1915.....	11,507	5,764	7,414	9,739	14,145	11,679	104	60,248	4,016	360	64,624
1916.....	10,439	5,173	6,685	10,093	15,243	11,964	203	59,597	4,973	.....	64,570
1917.....	10,735	4,764	6,016	10,497	15,782	12,234	249	60,028	5,090	.....	65,118
1918.....	11,012	4,941	5,873	10,233	17,343	12,757	207	62,159	5,357	.....	67,516
1919.....	12,936	5,215	6,197	10,853	17,727	12,953	272	65,881	6,078	.....	72,006

¹Including 2,353 of whom the classification was not given.²Including 47 of whom the classification was not given.

Elimination in School Grades

As already hinted at in the introduction to the tables of distribution by grades and elsewhere these historical tables indicate growth and symptoms, but they should not be used as a basis for any definite calculations. It is unfortunate that no statistics are available to show the actual elimination in the grades. By this is meant that we cannot say how many of those who begin school arrive at grade VIII or do any work of secondary grade before permanently leaving school. It is next to impossible to devise a table which would give this information, and if it were devised it is a question whether the 50,000 odd teachers throughout the Dominion could ever be induced to fill it in. To procure an accurate record it would be necessary to know the life history of each pupil, which of course would be impossible. Large samples from each province used in connection with an age, sex and grade table such as is given on page 56 might help to form a very close estimate, but conditions differ so widely in different communities within the same province that even this might be futile. If the exact number of beginners and repeaters in each grade and at each age were known, then a very close approximation could be made of the number who reach a certain grade before leaving school; but the work of compiling such a table would be enormous. The United States Bureau of Education makes an estimate of this by very intricate calculation, but it is based on

so many assumptions that it is a question whether the results are sufficiently reliable to justify the labour expended.

A table of age, sex and grade submitted by the Dominion Bureau of Statistics has been approved by most of the provincial Departments of Education. This table is almost identical in form with tables 39, 40 and 41, collected by Nova Scotia, Saskatchewan and Alberta in 1919, 1916 and 1915, respectively, except that the ages are from 5 and under to 21 and over, that sex is included and that for each age is asked the question, "Number beginning and repeating grade I within the year." This question should give approximately the annual crop of children beginning school each year. It is possible that in time the number beginning and repeating each grade may be ascertained, when from a knowledge of the number entering school each year and of the repetition in each grade, a fairly close approximation will be obtained of the number who arrive at a certain grade.

The above tables give but very vague indications of this elimination or survival. Thus, to say that there are 1,000 in grade I in 1912 and 60 in grade VIII in 1919, does not mean that only 60 of the 1,000 have reached grade VIII. They are not necessarily the same pupils. A large proportion of grade VIII may have been in grade VIII in 1918, and a similar repetition may have taken place in the other grades. It would be still less true to say that only 6 per cent of those who begin school arrive at grade VIII; for one thing, grade I seems to take more than one year. However, if grades I-IV take the same number of years as grade V-VIII, and if from year to year there is a much smaller number in the latter than in the former, it must mean that a serious elimination is taking place. Tables 35 to 38 show the proportions in each of the three groups in Nova Scotia and the Prairie Provinces and the percentage of the total in each group of four grades into which school life is divided, namely, grades I-IV, grades V-VIII and grades IX-XII. The groups are separated for the reason that in most provinces grade IV (grade V in Nova Scotia) seems to be a sort of a dead line, and grades IX to XII are secondary grades. There is no doubt that the proportions these groups bear to one another are symptomatic and still more so the changes taking place in these proportions from year to year. It must be borne in mind, however, that only about half or less of grade I are beginners.

33.—Nova Scotia Publicly Controlled Schools: Distribution by numbers and percentages of Pupils, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1894-1919.

Year.	Number in Grades.				Percentage of Total Enrolment in Grades.		
	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.
1894.....	56,648	36,258	4,326	97,232	58.26	37.29	4.45
1895.....	57,220	37,143	5,259	99,622	57.44	37.28	5.28
1896.....	57,200	37,059	6,116	100,375	56.99	36.92	6.09
1897.....	57,309	36,698	6,556	100,563	56.99	36.49	6.52
1898.....	57,138	36,216	7,123	100,477	56.87	36.04	7.09
1899.....	56,662	35,930	7,574	100,166	56.57	35.87	7.56
1900.....	56,572	35,753	7,249	99,574	56.81	35.91	7.28
1901.....	56,241	34,210	7,296	97,747	57.54	34.99	7.47
1902.....	58,264	33,033	7,140	98,437	59.19	33.56	7.25
1903.....	58,806	32,068	7,081	97,955	60.03	32.74	7.23
1904.....	57,924	31,146	6,995	96,065	60.30	32.42	7.28
1905.....	59,810	32,327	7,286	99,423	60.16	32.51	7.33
1906.....	60,865	31,295	7,636	99,599	60.91	31.42	7.67
1907.....	60,389	31,061	7,646	99,096	60.99	31.35	7.71
1908.....	59,547	31,612	7,913	99,072	60.14	31.90	7.96
1909.....	60,657	32,234	8,124	101,015	60.05	31.91	8.04
1910.....	60,894	31,800	8,657	101,351	60.08	31.38	8.54
1911.....	61,454	31,804	8,676	101,934	60.29	31.20	8.51
1912.....	62,166	31,469	8,668	102,303	60.77	30.76	8.47
1913.....	64,200	31,337	8,636	104,173	61.63	30.08	8.29
1914.....	64,490	31,904	8,903	105,297	61.25	30.39	8.45
1915.....	64,237	32,835	9,477	106,549	60.29	30.82	8.89
1916.....	65,927	32,319	9,726	107,972	61.06	29.93	9.01
1917.....	65,553	33,190	9,088	107,831	60.79	30.78	8.43
1918.....	64,405	33,126	9,197	106,728	60.34	31.04	8.62
1919.....	64,080	32,474	9,138	105,692	60.63	30.73	8.64

34.—Manitoba Publicly Controlled Schools: Distribution by numbers and Percentages of Pupils, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1902-1919.

Year.	Number in Grades.				Percentage of Total Enrolment in Grades.		
	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.
1902.....	36,721	14,788	2,647	54,156	67.81	27.30	4.89
1903.....	37,807	16,487	2,915	57,209	66.08	28.82	5.10
1904.....	38,810	16,641	3,070	58,521	66.31	28.44	5.25
1905.....	42,165	17,884	3,238	63,287	66.62	28.26	5.12
1906.....	43,026	17,518	3,579	64,123	67.10	27.32	5.58
1907.....	44,859	18,176	4,069	67,104	66.85	27.08	6.07
1908.....	46,366	20,090	4,575	71,031	65.28	28.26	6.44
1909.....	47,105	21,239	5,100	73,444	64.14	28.92	6.94
1910.....	49,305	21,289	5,653	76,247	64.66	27.92	7.42
1911.....	52,952	21,540	6,336	80,828	65.51	26.65	7.84
1912-3.....	57,925	20,757	4,996	83,678	69.22	24.81	5.97
1914.....	65,565	22,870	5,518	93,953	69.78	24.34	5.88
1915.....	68,753	25,823	6,387	100,963	68.10	25.58	6.32
1916.....	69,730	27,370	6,696	103,796	67.18	26.37	6.45
1917.....	71,499	28,795	6,294	106,588	67.08	27.02	5.90
1918.....	72,431	30,915	6,579	109,925	65.89	28.12	5.99
1919.....	75,775	32,074	6,803	114,652	66.09	27.98	5.93

35.—Saskatchewan Publicly Controlled Schools: Distribution by numbers and percentages of Pupils exclusive of Kindergarten Pupils, by Groups of Four Grades, 1903-1919.

Year	Number in Grades				Percentage of total enrolment in grades		
	I-IV	V-VIII	IX-XII	Total	I-IV	V-VIII	IX-XII
1903.....	27,186	5,299	706	33,191	81.91	15.97	2.12
1904.....	33,429	6,671	933	41,033	81.47	16.26	2.27
1905.....	20,264	4,307	620	25,191	80.44	17.10	2.46
1906.....	25,229	5,237	809	31,275	80.67	16.74	2.59
1907.....	30,194	6,600	828	37,622	80.26	17.54	2.20
1908.....	36,863	9,380	843	47,086	78.29	19.92	1.79
1909.....	41,800	11,289	2,027	55,116	75.83	20.49	3.68
1910.....	49,472	13,295	2,606	65,373	75.68	20.34	3.98
1911.....	53,878	15,303	3,042	72,223	74.60	21.19	4.21
1912.....	60,448	17,786	3,643	81,877	73.83	21.72	4.45
1913.....	75,512	21,495	4,549	101,556	74.36	21.16	4.48
1914.....	8,316	25,056	5,769	113,985	72.96	21.98	5.06
1915.....	87,649	28,423	6,790	122,862	71.34	23.13	5.53
1916.....	92,248	30,086	7,105	129,439	71.27	23.24	5.49
1917.....	100,483	34,855	7,279	142,617	70.46	24.44	5.10
1918.....	106,164	37,673	7,489	151,326	70.16	24.90	4.94
1919.....	112,811	42,408	9,000	164,219	68.70	25.82	5.48

36.—Alberta Publicly Controlled Schools: Distribution by numbers and percentages of Pupils, including Kindergarten Pupils, by Groups of Four Grades, 1903-1919.

Year	Number in Grades				Percentage of total enrolment in grades		
	I-IV	V-VIII	IX-XII	Total	I-IV	V-VIII	IX-XII
1905.....	.....	.....	585	24,254	.....	.....	2.41
1906.....	.....	.....	761	28,784	.....	.....	2.64
1907.....	.....	.....	882	34,338	.....	.....	2.28
1908.....	.....	.....	1,172	39,653	.....	.....	2.96
1909.....	.....	.....	1,747	46,048	.....	.....	3.79
1910.....	.....	.....	2,088	55,307	.....	.....	3.77
1911.....	.....	.....	2,434	61,660	.....	.....	3.95
1912.....	49,562	18,109	2,743	70,414	70.38	25.70	3.92
1913.....	56,381	20,365	3,163	79,909	70.43	35.45	4.09
1914.....	61,610	24,326	3,974	89,910	68.52	27.04	4.44
1915.....	63,976	28,077	5,233	97,286	65.76	28.86	5.38
1916.....	63,487	29,959	5,755	99,201	63.99	30.20	5.81
1917.....	67,759	33,818	6,150	107,727	62.99	31.39	5.62
1918.....	68,780	35,381	6,948	111,109	61.91	31.84	6.25
1919.....	73,841	39,794	7,932	121,567	60.74	32.73	6.52

Elimination by Ages and Grades.

A better study of elimination may be made by means of the three following tables representing three different provinces, Nova Scotia for the year 1919, Saskatchewan rural schools for the year 1916 and Alberta for the year 1915. These are the only tables of the kind available in Canada and may be useful as samples to indicate tendencies.

37.—Nova Scotia Publicly Controlled Schools: Distribution of Enrolment by Age and Grade, 1919.

Grade.	Under 5 years.	Over 5 years.	Over 6 years.	Over 7 years.	Over 8 years.	Over 9 years.	Over 10 years.	Over 11 years.	Over 12 years.	Over 13 years.	Over 14 years.	Over 15 years.	Over 16 years.	Total.
Kindergarten..	366	522	367	172	64	31	20	6	3	2				1,553
Grade—														
I.....	1,021	6,665	8,071	6,174	3,676	1,801	857	483	220	120	49	16	13	29,166
II.....		103	1,361	3,039	2,135	1,197	663	356	161	63	17	5	12	12,133
III.....		6	154	1,384	2,870	2,672	2,001	1,197	682	332	164	41	20	11,526
IV.....			13	229	1,466	2,724	2,536	1,793	1,170	605	283	52	23	10,892
V.....		1	1	65	393	1,714	2,864	2,409	1,702	1,052	486	135	44	10,866
VI.....			1	3	47	336	1,530	2,304	2,041	1,431	666	209	63	8,631
VII.....				2	66	365	1,386	1,982	1,736	1,698	1,029	441	101	7,072
VIII.....					2	4	73	431	1,272	1,602	1,382	638	204	5,742
IX.....							7	84	405	1,287	1,641	805	830	2,498
X.....								1	34	187	641	805	830	2,498
XI.....									1	14	123	360	840	1,338
XII.....										1	4	29	210	244
All grades.....	1,387	7,297	9,968	11,068	11,553	11,483	11,450	10,757	9,868	8,624	6,492	3,865	2,990	106,802

38.—Saskatchewan Publicly Controlled Rural Schools:—Distribution of Enrolment, exclusive of Kindergarten Pupils, by Age and Grade, 1916.

Grades.	Under 6 years.	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	Over 20 yrs.	Total by grades
I.....	1,618	4,733	4,112	2,700	1,494	842	450	301	142	50	20	3	1				16,466
II.....	11	311	1,048	1,361	1,201	806	497	300	149	54	25	9	6				5,755
III.....	3	50	398	1,127	1,420	1,213	915	547	317	135	57	16	3	2	1	4	6,208
IV.....		2	58	358	976	1,301	1,154	922	599	305	103	33	10	4			5,826
V.....			3	53	221	624	835	868	606	342	132	42	14	2			3,742
VI.....		3	1	7	41	192	400	503	478	313	151	48	20	6	2	2	2,165
VII.....					8	50	159	312	376	272	188	50	12	6	2	2	1,404
VIII.....						16	71	216	324	303	185	96	21	7	3	2	1,247
Junior Form.....									2	2	2	3	3	2		1	15
Middle Form.....											1						1
Senior Form.....																	
Total by ages.....	1,632	5,099	5,620	5,606	5,361	5,044	4,481	3,969	2,993	1,776	884	300	90	29	8	10	42,852

39.—Alberta Publicly Controlled Schools:—Distribution of Enrolment, exclusive of Kindergarten Pupils, 1915.

Age.	Elementary Grades.								Secondary Grades.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary	Secondary	Grand Total.
5....	703	7	—	—	—	—	—	—	—	—	—	—	710	—	710
6....	7,104	224	13	—	—	—	—	—	—	—	—	—	7,341	—	7,341
7....	6,937	2,955	349	20	1	—	—	—	—	—	—	—	10,262	—	10,262
8....	3,347	4,335	2,112	321	21	1	—	—	—	—	—	—	10,138	—	10,138
9....	1,383	2,610	3,590	1,753	309	38	2	—	—	—	—	—	9,685	—	9,685
10....	669	1,288	2,836	2,954	1,384	437	64	9	—	—	—	—	9,605	—	9,605
11....	301	677	1,556	2,435	2,323	1,235	376	100	8	—	—	—	9,003	8	9,011
12....	206	333	848	1,695	2,054	1,913	985	324	51	1	—	—	8,358	52	8,410
13....	115	172	451	856	1,347	1,784	1,471	1,109	280	22	3	1	7,305	306	7,611
14....	38	81	188	341	584	920	1,124	1,394	614	204	34	3	4,672	855	5,527
15....	13	31	54	146	232	386	548	1,004	752	455	117	13	2,413	1,337	3,750
16....	8	7	16	36	53	87	168	425	526	475	248	54	799	1,303	2,102
17....	5	3	2	6	23	24	53	121	233	302	232	91	237	858	1,095
18....	1	0	1	2	3	8	14	38	50	146	171	76	66	443	509
19....	0	0	2	0	0	1	3	4	18	35	66	27	10	146	156
20....	0	1	2	1	2	0	0	7	4	15	28	18	13	65	78
21 and over.	0	0	0	0	0	0	0	1	8	14	14	24	1	60	61
Totals	20,830	12,724	12,020	10,565	8,300	6,834	4,809	4,536	2,544	1,669	913	307	80,618	5,433	86,051

40.—Alberta Publicly Controlled Schools:—Percentage Distribution of Ages by Grades, exclusive of Kindergarten Pupils, 1915.

Ages.	Elementary Grades.								Secondary Grades.				Total.	
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary	Secondary
5....	99.01	0.99	—	—	—	—	—	—	—	—	—	—	100	0
6....	96.77	3.05	0.18	—	—	—	—	—	—	—	—	—	100	0
7....	67.60	28.83	3.40	0.16	0.01	—	—	—	—	—	—	—	100	0
8....	33.01	42.76	20.83	3.10	0.20	0.01	0.01	—	—	—	—	—	100	0
9....	14.28	26.95	37.07	18.10	3.19	0.39	0.02	—	—	—	—	—	100	0
10....	6.97	13.36	29.53	30.75	14.41	4.55	0.67	0.09	—	—	—	—	100	0
11....	3.22	7.52	17.28	27.05	25.80	13.72	4.18	1.11	0.09	—	—	—	99.91	0.09
12....	2.45	3.96	10.09	20.15	24.43	22.75	11.71	3.85	0.61	0.01	—	—	99.38	0.62
13....	1.51	2.26	5.93	11.25	17.69	23.44	19.31	14.57	3.68	0.29	0.04	—	95.99	4.01
14....	0.69	1.47	3.40	6.17	10.57	16.64	20.34	25.22	11.11	3.69	0.61	0.06	84.53	15.47
15....	0.35	0.83	1.44	3.90	6.19	10.29	14.61	26.90	20.06	12.13	3.12	0.35	64.34	35.66
16....	0.38	0.33	0.76	1.71	2.52	4.14	8.00	20.22	25.02	22.59	11.79	2.57	35.03	61.97
17....	0.46	0.28	0.19	0.55	2.10	1.28	4.84	11.05	21.28	27.58	21.19	8.31	21.64	78.36
18....	0.20	0.00	0.20	0.40	0.60	1.6	2.75	7.46	9.82	28.68	33.60	14.73	12.97	87.03
19....	0.00	0.00	1.28	0.00	0.00	0.64	1.92	2.56	11.55	22.43	42.31	17.31	6.42	93.58
20....	0.00	1.28	2.56	1.28	2.56	0.00	0.00	8.96	5.12	19.23	35.89	23.08	16.68	83.32
21 and over..	—	—	—	—	—	—	—	1.64	13.12	22.95	22.95	39.34	1.64	98.36

41.—Alberta Publicly Controlled Schools:—Percentage Distribution of Grades by Ages, exclusive of Kindergarten Pupils, 1915.

Age.	Elementary Grades.								Secondary Grades.			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
5.....	3.38	0.05	—	—	—	—	—	—	—	—	—	—
6.....	34.10	1.76	0.01	—	—	—	—	—	—	—	—	—
7.....	33.30	23.22	2.90	0.19	0.01	—	—	—	—	—	—	—
8.....	16.07	34.07	17.57	3.04	0.25	0.01	0.02	—	—	—	—	—
9.....	3.21	20.51	29.87	16.59	3.72	0.56	0.04	—	—	—	—	—
10....	1.45	10.12	23.59	27.96	16.67	6.39	1.33	0.20	—	—	—	—
11....	0.99	5.32	12.95	23.05	27.99	18.07	7.82	2.20	0.31	—	—	—
12....	0.55	2.62	7.05	16.04	24.75	27.99	20.48	7.14	2.00	0.06	—	—
13....	0.18	1.35	3.75	8.10	16.23	26.10	30.59	24.45	11.01	1.32	0.33	0.32
14....	0.06	0.63	1.56	3.22	7.04	13.46	23.37	30.73	24.13	12.22	3.72	0.96
15....	0.04	0.24	0.45	1.38	2.80	5.65	11.40	22.13	29.59	27.26	12.81	4.23
16....	0.02	0.06	0.13	0.34	0.64	1.27	3.49	9.37	20.68	28.46	27.16	17.59
17....	0.004	—	—	—	1.28	0.35	1.10	2.67	9.16	18.09	25.41	29.64
18....	—	—	—	—	0.03	0.12	0.29	0.84	2.00	8.75	18.73	24.76
19....	—	—	—	—	—	—	0.06	0.09	0.66	2.10	7.23	8.79
20....	—	—	—	—	—	—	—	0.16	0.16	0.89	3.07	5.80
21 and over....	—	—	—	—	—	—	—	0.02	0.32	0.84	1.51	7.81
Average age of Grade.....	6.94	8.54	9.84	10.78	11.86	12.45	13.42	14.07	14.95	15.91	16.87	17.68

Ages at School.

Tables 37 to 41 are clear on one point at least—the ages at which children drop out of school. They also show that the age distribution is not nearly so bad as the grade distribution; that is, if it were not for retardation, a very respectable number would arrive at the upper grades before leaving school. It will be worth while calculating the proportion at the age of 12 and 13 (the usual age of leaving school) in grades I–IV. The chances are strong that a much larger proportion of these drop out than of those of the same age in the upper grades. Using the same proportion, however, it will be easy to estimate the minimum proportion of children leaving school at this low stage of advancement. With this and several other points in view it may be well to study what age distributions are given from year to year even by a few provinces. The provinces not included in tables 42 to 45 do not state the age of their school enrolment. Nova Scotia gives three groups—the number attending under 5 years, from 5 to 15, and over 15. Table 42, giving these groups for a long period of years, will serve the purpose of indicating (1) whether the tendency is for children to drop out at an earlier age at present than in the past and (2) whether the age of beginning school is earlier or later than in former years. The first enquiry should have special interest when compared with table 33 and the grade distribution for each year; the second should serve to indicate that the increasing proportions in grade I are not due to the fact that children begin school at an earlier age than heretofore.

DOMINION BUREAU OF STATISTICS

42.—Nova Scotia Publicly Controlled Schools: Ages of Pupils enrolled, 1894-1919.

Year.	Number enrolled				Percentages		
	Number under 5	Over 5 under 15	Over 15	Total	Under 5 yrs.	Over 5 under 15	Over 15
1894.....	1,631	89,719	7,360	98,710	1.65	90.89	7.46
1895.....	1,741	90,371	8,443	100,555	1.73	89.87	8.40
1896.....	1,943	90,322	8,767	101,032	1.92	89.40	8.68
1897.....	1,995	90,199	8,651	100,845	1.98	89.44	8.58
1898.....	2,202	90,103	8,898	101,203	2.18	89.03	8.79
1899.....	2,100	89,709	8,808	100,617	2.09	89.16	8.75
1900.....	2,129	89,949	8,051	100,129	2.13	89.93	8.04
1901.....	2,135	88,430	7,845	98,410	2.17	89.86	7.97
1902.....	2,320	88,823	7,916	99,059	2.34	89.67	7.99
1903.....	2,031	89,136	7,601	98,768	2.06	90.25	7.69
1904.....	1,894	87,803	7,189	98,866	1.94	90.64	7.42
1905.....	2,060	90,637	7,555	100,252	2.05	90.41	7.54
1906.....	1,815	90,774	7,743	100,332	1.81	90.47	7.72
1907.....	1,737	90,774	7,496	100,007	1.74	90.77	7.49
1908.....	1,569	90,984	7,552	100,105	1.57	90.89	7.54
1909.....	1,878	91,706	8,096	101,680	1.85	90.19	7.96
1910.....	1,659	92,380	7,996	102,035	1.63	90.52	7.85
1911.....	1,544	93,239	8,127	102,910	1.50	90.60	7.90
1912.....	1,815	94,001	8,168	103,984	1.74	90.40	7.86
1913.....	1,643	95,931	7,695	105,269	1.56	91.13	7.31
1914.....	1,787	96,612	7,952	106,351	1.68	90.84	7.48
1915.....	1,585	97,815	8,368	107,768	1.47	90.76	7.77
1916.....	1,612	99,330	8,247	109,189	1.48	90.97	7.55
1917.....	1,472	100,226	7,334	109,032	1.35	91.91	4.74
1918.....	1,275	99,273	7,549	108,097	1.18	91.83	6.99
1919.....	1,320	98,557	7,105	106,982	1.23	92.12	6.65

43.—New Brunswick Publicly Controlled Schools: Ages of Pupils enrolled, 1902-1919.

Year.	Under 6 yrs	Between 6 and 15	Over 15	Total
1902.....	1,522	55,350	3,605	60,477
1903.....				59,313
1904.....	1,128	54,272	3,359	58,759
1905.....	1,117	55,619	3,664	60,400
1906.....	1,000	55,941	3,740	60,681
1907.....	850	55,271	3,430	59,551
1908.....	889	56,247	3,262	60,395
1909.....	969	57,478	3,490	61,937
1910.....	1,097	58,121	3,776	62,994
1911.....	985	58,598	3,489	63,073
1912.....	956	59,048	3,560	63,564
1913.....	1,008	59,306	3,266	63,580
1914.....	938	59,988	3,384	64,310
1915.....	906	62,232	3,367	66,505
1916.....	799	62,581	3,168	66,548
1917.....	698	60,925	3,153	64,776
1918.....	669	61,417	2,762	64,848
1919.....	658	61,661	2,601	64,920

44.—Quebec Publicly Controlled Schools: Ages of Pupils enrolled, 1901-1918.

Year.	5 to 6 years	7 to 13 years	14 to 15 yrs.	16 to 17 yrs.	Total
1901.....	56,640	231,434	19,796	6,011	314,881
1902.....	57,396	236,821	20,977	6,094	321,288
1903.....	58,799	240,226	20,889	6,269	326,183
1904.....	58,155	242,949	21,919	6,643	329,666
1905.....	58,467	249,870	22,113	6,318	335,768
1906.....	58,179	255,122	21,989	6,518	341,808
1907.....	59,496	257,981	23,124	7,013	347,614
1908.....	60,901	262,221	23,382	6,440	352,944
1909.....	62,744	273,051	24,379	6,838	367,012
1910.....	66,773	274,285	26,151	7,338	374,547
1911.....	72,320	280,879	28,375	7,549	389,123
1912.....	76,830	288,984	27,424	6,798	400,036
1913.....	79,594	297,347	27,708	7,135	411,784
1914.....	83,498	313,367	30,830	8,200	435,895
1915.....	84,410	323,070	32,634	7,973	448,087
1916.....	89,100	330,852	35,077	9,418	464,447
1917.....	89,732	330,981	33,182	9,495	463,390
1918.....	91,269	335,320	31,618	8,575	467,508
1919.....					486,201

45.—Manitoba Publicly Controlled Schools; Registration of Pupils according to Age and School Population, 1902-1920.

	School Population, 5-18 years.	Pupils under 5 years.	5 to 11 years.					12 to 16 years.					17 to 21 years.					over 21 years.	Total Number of Registered Pupils.
1902.....	64,629	102	33,086					18,704					2,059					105	54,056
1903.....	66,603	92	35,268					19,856					2,106					87	57,409
1904.....	68,157	71	34,969					20,980					2,381					146	58,574
1905.....	73,512	115	38,812					22,196					2,078					86	63,287
1906.....	77,044	95	39,508					22,296					2,110					114	64,123
1907.....	81,013	94	41,337					23,484					2,140					89	67,144
1908.....	87,677	78	42,626					25,783					2,430					114	71,031
1909.....	89,778	249	43,060					26,085					2,958					92	73,044
1910.....	93,206	95	46,155					27,241					2,699					57	76,247
1911.....	98,812	107	50,027					28,164					2,465					85	80,848
1912-3.....	99,750	132	54,525					28,539					2,399					84	83,679
1914.....	107,019	87	60,407					30,373					2,928					158	93,954
1915.....	115,928	136	64,254					33,079					3,260					234	100,963
			5 to 6		7 to 13			14 to 18		19 to 21						10	103,796		
			6,392		69,162			27,028		1,204									
1916.....	118,703		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1917.....	130,795		1,839	9,577	12,224	12,471	12,142	11,562	10,414	10,296	9,304	7,456	4,560	2,538	1,248	580	195	182	106,588
1918.....	134,829		1,532	9,813	12,166	12,576	12,429	12,236	11,080	10,713	9,775	8,024	4,616	2,594	1,302	679	213	177	109,925
1919.....	138,352		1,565	10,276	13,058	13,083	13,156	12,900	11,585	11,293	10,012	8,036	4,978	2,681	1,212	519	184	124	114,662
1920.....	141,266		1,517	10,778	13,899	14,334	13,752	13,383	12,713	12,456	11,111	9,005	5,275	2,964	1,362	582	184	137	123,452

¹ According to a census taken by the school authorities. Compare the figures of 1911 and 1916 with pages 21 and 33

Distribution by Sex.

The following seven historical tables will reveal the remarkable and alarming differentiation between the two sexes in the distribution by grades. They are given for Nova Scotia and Alberta as the only provinces which supply information of this kind.

46.—Nova Scotia Publicly Controlled Schools, Enrolment of Boys by Grade, exclusive of Kindergarten Pupils, 1904 to 1919.

Year.	Elementary Grades.								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elem-entary.	Sec-on-dary.	Grand Total.
1904.	10,727	7,022	6,557	6,317	5,052	3,975	3,625	2,612	1,476	641	305	74	45,887	2,496	48,383
1905.	10,743	7,381	6,810	6,667	5,409	4,204	3,562	2,724	1,696	643	313	80	47,505	2,732	50,237
1906.	12,141	6,576	6,729	6,609	5,225	3,899	3,321	2,488	1,733	668	303	71	46,988	2,775	49,763
1907.	12,450	6,243	6,388	6,468	5,549	4,279	3,821	2,265	1,673	722	333	64	46,643	2,792	49,435
1908.	12,723	6,064	6,119	6,353	5,854	4,356	2,857	2,171	1,809	698	405	73	46,470	2,985	49,455
1909.	13,146	6,286	6,099	6,099	5,695	4,683	2,975	2,383	1,709	881	397	89	47,366	3,076	50,442
1910.	13,529	6,151	5,999	6,061	5,591	4,500	3,156	2,388	1,806	862	423	90	47,375	3,181	50,556
1911.	13,768	6,125	6,056	5,893	5,385	4,485	3,220	2,456	1,825	867	424	95	47,388	3,211	50,599
1912.	14,085	6,179	6,225	5,969	5,419	4,150	3,068	2,370	1,826	844	375	87	47,465	3,132	50,597
1913.	14,536	6,245	6,235	6,280	5,408	4,149	3,002	2,263	1,808	855	414	98	48,118	3,175	51,293
1914.	15,064	6,256	6,132	6,315	5,612	4,140	3,139	2,245	1,734	966	396	120	48,903	3,216	52,119
1915.	14,692	6,594	6,272	6,173	5,922	4,506	3,052	2,393	1,868	953	504	111	49,604	3,436	53,040
1916.	15,472	6,764	6,223	6,066	5,515	4,540	3,017	2,252	1,946	952	465	103	49,849	3,466	53,315
1917.	15,606	6,608	6,392	5,724	5,790	4,430	3,069	2,313	1,690	849	431	81	49,932	3,051	52,983
1918.	15,112	6,393	6,355	5,656	5,573	4,381	3,160	2,351	1,738	822	413	109	48,981	3,082	52,063
1919.	15,657	2,270	5,999	5,600	5,553	4,167	3,112	2,385	1,699	794	431	100	48,743	3,024	51,767

47.—Nova Scotia Publicly Controlled Schools: Enrolment of Girls by Grades, exclusive of Kindergarten Pupils, 1904-1919.

Year.	Elementary Grades								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elem-entary.	Sec-on-dary.	Grand Total.
1904.	9,251	5,992	6,078	5,980	4,910	4,049	3,793	3,130	2,541	1,331	606	21	43,183	4,499	47,682
1905.	9,479	6,510	6,052	6,163	5,197	4,207	3,903	3,121	2,691	1,216	612	35	44,632	4,554	49,186
1906.	10,527	5,991	6,065	6,027	5,312	4,108	3,795	3,147	2,747	1,403	675	39	44,972	4,864	49,836
1907.	11,198	5,540	5,884	6,038	5,471	4,411	3,337	2,928	2,705	1,395	705	49	44,807	4,854	49,661
1908.	11,198	5,727	5,526	5,837	5,570	4,545	3,430	2,829	2,859	1,323	684	62	44,662	4,928	49,590
1909.	11,689	5,711	5,765	5,862	5,551	4,685	3,389	2,873	2,683	1,582	707	76	45,525	5,048	50,573
1910.	12,102	5,514	5,637	5,901	5,196	4,941	3,487	2,791	2,955	1,704	732	85	45,319	5,476	50,795
1911.	12,399	5,642	5,718	5,853	5,275	4,451	3,693	2,839	2,892	1,683	799	91	45,870	5,463	51,335
1912.	12,435	5,680	5,762	5,831	5,305	4,484	3,562	3,111	2,821	1,825	769	121	46,170	5,536	51,706
1913.	13,043	5,876	5,793	6,192	5,378	4,527	3,559	3,051	2,856	1,697	800	108	47,419	5,461	52,880
1914.	13,062	5,727	6,000	5,934	5,476	4,560	3,650	3,082	2,950	1,801	833	103	47,419	5,687	53,106
1915.	12,831	5,887	6,003	5,785	5,571	4,756	3,595	3,040	3,266	1,745	910	120	47,468	6,041	53,509
1916.	13,385	6,224	5,785	6,008	5,423	4,795	3,719	3,058	3,177	1,989	969	125	48,397	6,260	54,657
1917.	13,801	5,992	6,007	5,423	5,767	4,697	3,914	3,210	3,014	1,993	918	112	48,811	6,037	54,848
1918.	13,601	6,096	5,894	5,298	5,535	4,830	3,915	3,381	3,143	1,862	988	122	48,550	6,115	54,665
1919.	13,756	5,841	5,664	5,293	5,414	4,481	3,940	3,422	3,336	1,725	911	142	47,811	6,114	53,925

48.—Nova Scotia Publicly Controlled Schools: Percentage in each Grade of total Enrolment of Boys, 1904-1919.

Year.	Elementary Grades.								Secondary Grades.						
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.			
1904.	22.17	14.51	13.55	13.06	10.44	8.22	7.49	5.40	3.05	1.32	0.63	0.15			
1905.	21.39	14.69	13.56	13.27	10.77	8.37	7.09	5.42	3.35	1.28	0.62	0.16			
1906.	24.40	13.21	13.52	13.28	10.50	7.84	6.67	5.00	3.48	1.34	0.61	0.14			
1907.	25.18	12.63	12.92	13.45	11.22	8.66	5.71	4.58	3.38	1.46	0.67	0.13			
1908.	25.71	12.25	12.37	12.84	11.33	8.80	5.77	4.39	3.66	1.41	0.82	1.15			
1909.	26.06	12.46	12.09	12.09	11.29	9.28	5.90	4.72	3.39	1.75	0.79	0.17			
1910.	26.76	12.16	11.87	11.99	11.06	8.90	6.24	4.72	3.57	1.71	0.84	0.18			
1911.	27.21	12.10	11.97	11.65	10.64	8.86	6.36	4.85	3.61	1.71	0.84	0.19			
1912.	27.84	12.21	12.30	11.80	10.71	8.20	6.06	4.68	3.61	1.67	0.74	0.17			
1913.	28.34	12.18	12.16	12.24	10.54	8.09	5.85	4.41	3.52	1.67	0.81	0.19			
1914.	28.90	12.00	11.71	12.12	10.77	7.94	6.02	4.31	3.33	1.85	0.76	0.23			
1915.	27.70	12.43	11.82	11.64	11.17	8.50	5.75	4.51	3.52	1.80	0.95	0.21			
1916.	29.02	12.69	11.67	11.38	10.34	8.52	5.66	4.22	3.65	1.79	0.87	0.19			
1917.	29.45	12.47	12.06	10.80	10.93	8.36	5.79	4.37	3.19	1.60	0.81	0.15			
1918.	29.03	12.28	12.21	10.86	10.70	8.41	6.07	4.52	3.34	1.58	0.79	0.21			
1919.	30.25	12.11	11.59	10.82	10.73	8.05	6.01	4.61	3.28	1.53	0.83	0.19			

49.—Nova Scotia Publicly Controlled Schools: Percentage in each Grade of total Enrolment of Girls, during the Years 1904-1919.

Year.	Elementary Grades.								Secondary Grades.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
1904	19.40	12.57	12.75	12.54	10.30	8.49	7.95	6.56	5.33	2.79	1.27	0.04
1905	19.27	13.24	12.30	12.53	10.57	8.55	7.94	6.35	5.47	2.47	1.24	0.07
1906	21.12	12.02	12.17	12.09	10.66	8.24	7.61	6.31	5.51	2.82	1.35	0.08
1907	22.55	11.16	11.84	12.16	11.02	8.88	6.72	5.90	5.45	2.81	1.41	0.10
1908	22.11	11.55	11.14	11.77	11.23	9.17	6.92	5.70	5.77	2.67	1.38	0.12
1909	23.83	10.86	11.10	11.61	10.23	9.24	6.86	5.49	5.82	3.35	1.44	0.16
1910	24.15	11.00	11.14	11.40	10.27	8.67	7.19	5.53	5.63	3.28	1.55	0.17
1911	24.05	10.98	11.14	11.28	10.26	8.67	6.89	6.02	5.46	3.53	1.48	0.23
1912	24.66	11.11	10.95	11.71	10.17	8.56	6.73	5.77	5.40	3.21	1.51	0.20
1913	24.56	10.77	11.28	11.16	10.30	8.57	6.86	5.79	5.54	3.38	1.57	0.19
1914	23.98	11.00	11.22	10.81	10.41	8.89	6.72	5.68	6.10	3.26	1.70	0.22
1915	24.49	11.38	10.58	10.99	9.02	8.77	6.80	5.59	5.81	3.64	1.77	0.23
1916	25.16	10.92	10.95	9.88	10.51	8.56	7.13	5.85	5.49	3.63	1.67	0.20
1917	24.88	11.15	10.78	9.69	10.12	8.84	7.16	6.18	5.75	3.41	1.81	0.22
1919	25.51	10.83	10.50	9.81	10.04	8.31	7.31	6.35	6.19	3.20	1.69	0.26

50.—Nova Scotia Publicly Controlled Schools: Distribution by Numbers and Percentages of Boys and Girls, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1902-1919.

Year.	Number in Grades.								Percentage of each sex in each Group.					
	Boys.				Girls.				Boys.			Girls.		
	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.	Total.	I-IV.	V-VIII.	IX-XII.	I-IV.	V-VIII.	IX-XII.
1902	30,900	16,419	2,614	50,013	27,364	16,614	4,466	48,424	61.78	32.83	5.39	56.51	34.31	9.18
1903	31,008	15,825	2,616	49,449	27,798	16,243	4,465	48,506	62.71	32.00	5.28	57.31	33.49	9.20
1904	30,643	15,264	2,496	48,403	27,301	15,882	4,499	47,682	63.31	31.53	5.16	57.26	33.31	9.43
1905	31,606	15,899	2,732	50,237	28,204	16,428	4,554	49,186	62.92	31.63	5.44	57.34	33.40	9.26
1906	32,055	14,933	2,775	49,763	28,610	16,362	4,864	49,835	64.41	30.00	5.58	57.41	32.83	9.76
1907	31,729	14,914	2,794	49,437	28,660	16,147	4,854	49,661	64.18	30.16	5.66	57.71	32.51	9.77
1908	31,259	15,238	2,985	49,482	28,268	16,375	4,928	49,501	63.17	30.80	6.03	57.05	33.01	9.94
1909	31,630	15,738	3,076	50,442	29,027	16,498	5,048	50,573	62.70	31.20	6.10	57.41	32.62	9.98
1910	31,740	15,635	3,183	50,558	29,154	16,165	5,476	50,795	62.78	30.92	6.30	57.39	31.82	10.78
1911	31,842	15,546	3,211	50,599	29,612	16,258	5,465	51,335	62.93	30.72	6.35	57.68	31.67	10.65
1912	32,476	15,007	3,132	50,615	29,708	16,462	5,536	51,706	64.18	29.64	6.18	57.45	31.84	10.71
1913	33,296	14,822	3,175	51,293	30,904	16,516	5,461	52,881	64.91	28.90	6.19	58.44	31.23	10.33
1914	33,767	15,136	3,216	52,119	30,723	16,768	5,687	53,178	64.78	29.04	6.17	57.77	31.53	10.69
1915	33,761	15,873	3,436	53,040	30,506	16,962	6,041	53,509	63.59	29.92	6.48	57.00	31.71	11.29
1916	34,525	15,324	3,466	53,315	31,402	16,995	6,260	54,657	64.75	28.75	6.50	57.45	31.09	11.46
1917	34,330	15,602	3,051	52,983	31,223	17,588	6,037	54,848	64.79	29.45	5.76	56.91	32.05	11.04
1918	33,516	15,465	3,082	52,063	30,889	17,661	6,115	54,665	64.37	29.73	5.90	56.50	32.30	11.19
1919	33,526	15,217	3,024	51,767	30,554	17,257	6,114	53,925	64.77	29.39	5.84	56.66	32.00	11.34

51.—Alberta Publicly Controlled Schools: Distribution by Ages and Grades of Boys enrolled, 1915.

Age.	Number Enrolled.												Total by Ages.		
	Elementary Grades.								Secondary Grades.				Elem-entary.	Second-ary.	Grand Total.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.			
5	337	1	-	-	-	-	-	-	-	-	-	-	338	-	338
6	3,620	113	5	-	-	-	-	-	-	-	-	-	3,728	-	3,728
7	3,705	1,393	169	14	1	-	-	-	-	-	-	-	5,282	-	5,282
8	1,839	2,151	1,078	167	12	1	-	-	-	-	-	-	5,248	-	5,248
9	785	1,418	1,830	803	137	12	1	-	-	-	-	-	4,986	-	4,986
10	378	719	1,539	1,394	644	208	21	5	-	-	-	-	4,908	-	4,908
11	164	382	824	1,240	1,144	594	171	37	6	-	-	-	4,556	6	4,562
12	111	199	515	908	1,045	902	466	157	23	1	-	-	4,303	24	4,327
13	63	105	283	475	703	906	715	522	134	12	-	-	3,772	146	3,918
14	31	47	128	200	344	458	533	608	238	83	19	1	2,349	341	2,690
15	8	25	37	80	131	198	279	436	288	159	52	6	1,194	505	1,699
16	3	6	11	22	34	49	78	168	183	167	116	31	371	497	868
17	2	2	2	2	9	18	22	44	89	96	83	49	101	317	418
18	1	-	1	-	2	5	5	9	25	46	68	24	23	163	186
19	-	-	-	-	-	-	-	4	7	7	27	10	4	51	55
20	-	1	1	-	1	-	-	5	4	6	11	9	8	30	38
21	-	-	-	-	-	-	-	1	7	4	4	13	1	28	29
22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Grades	11,047	6,562	6,423	5,305	4,207	3,351	2,191	1,996	1,004	581	380	143	41,172	2,108	43,28

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52.—Alberta Publicly Controlled Schools: Distribution by Ages and Grades of Girls enrolled, 1915.

Age.	Elementary Grades.								Secondary Grades.				Totals by Ages.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elem-entary.	Second-ary.	Grand Total.
Years.															
5	366	6	—	—	—	—	—	—	—	—	—	—	372	—	372
6	3,484	111	8	—	—	—	—	—	—	—	—	—	3,603	—	3,603
7	3,232	1,562	180	—	—	—	—	—	—	—	—	—	4,980	—	4,980
8	1,508	2,184	1,034	154	9	—	—	1	—	—	—	—	4,890	—	4,890
9	598	1,192	1,760	950	172	26	1	—	—	—	—	—	4,689	—	4,689
10	291	569	1,297	1,560	704	229	43	4	—	—	—	—	4,697	—	4,697
11	137	295	732	1,195	1,179	641	205	63	2	—	—	—	4,447	2	4,449
12	95	134	333	787	1,009	1,011	519	167	28	—	—	—	4,055	28	4,083
13	52	67	168	381	644	878	756	587	146	10	3	1	3,533	160	3,693
14	7	34	60	141	240	462	591	786	376	121	15	2	2,321	514	2,835
15	5	6	17	66	101	186	269	568	464	296	65	7	1,218	832	2,050
16	5	1	5	14	19	38	90	257	343	308	132	23	429	806	1,235
17	3	—	—	—	4	14	6	21	77	144	206	149	42	541	677
18	—	—	—	—	1	3	9	29	25	100	103	52	43	280	323
19	—	—	—	2	—	—	1	3	—	11	28	39	17	6	95
20	—	—	1	—	—	—	—	—	—	9	17	9	5	35	40
21 and over	—	—	—	—	—	—	—	—	3	8	10	11	—	32	32
Total in Grades	9,783	6,162	5,597	5,260	4,093	3,481	2,518	2,540	1,542	1,086	533	164	39,434	3,325	42,759

Distribution by Grades According to the Type of School Attended

How far the distribution of pupils is affected according as they attend graded or ungraded schools may be seen by consulting tables 53 and 54 for Saskatchewan and tables 55 and 56 for Alberta. Particular attention is drawn to tables 57 to 59 which show the growth of graded and ungraded schools in Nova Scotia, Saskatchewan and Alberta in respect to class-rooms, pupils and attendance.

53.—Saskatchewan Publicly Controlled Schools: Distribution of Pupils by Grades in Village, Town and City Schools, 1904-1919.

Year.	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Junior.	Middle.	Senior.	Elem. Total.	Sec. Total.	Grand Total.
1904	5,126	2,817	3,117	2,951	1,749	—	1,191	—	541	253	55	16,924	849	17,773
1905 ¹	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1906	3,350	1,828	2,056	1,940	1,279	868	905	—	454	177	56	11,358	687	12,045
1907	4,369	2,428	2,408	2,382	1,754	—	1,299	—	491	203	62	14,640	756	15,396
1908	5,461	2,545	2,718	2,325	1,466	868	741	1,096	497	182	24	17,220	663	17,883
1909	5,625	2,534	2,717	2,439	1,530	1,193	820	1,216	1,199	526	139	18,074	1,864	19,938
1910	8,219	3,219	3,513	3,166	2,094	1,414	1,093	1,331	1,549	526	222	24,049	2,297	26,346
1911	9,209	3,596	3,855	3,495	2,398	1,601	1,258	1,576	1,809	695	220	26,988	2,724	29,712
1912	10,408	4,233	4,289	3,894	2,787	2,007	1,506	2,001	2,203	752	238	31,125	3,193	34,318
1913	14,751	5,741	5,658	5,162	3,640	2,510	1,661	2,562	2,675	921	288	41,685	3,884	45,569
1914	15,869	6,209	6,262	5,756	4,315	2,826	1,987	3,097	3,564	1,133	420	46,321	5,117	51,438
1915	14,901	6,567	6,546	5,887	4,498	3,356	2,155	3,646	4,334	1,340	330	47,556	6,004	53,560
1916	14,275	6,742	6,899	6,295	4,735	3,581	2,539	3,544	4,369	1,681	392	48,610	6,442	55,052
1917	15,397	7,049	7,431	6,829	5,074	3,964	2,905	3,957	4,536	1,545	461	54,246	6,542	60,788
1918	16,536	7,156	7,292	6,779	5,093	4,544	3,173	4,158	4,697	1,623	536	56,731	6,856	63,587
1919	18,565	7,663	8,196	7,841	6,441	5,255	3,596	4,443	5,651	1,978	647	60,600	8,276	70,276

¹1905 figures not given for villages and towns.

54.—Saskatchewan Publicly Controlled Schools: Distribution of Pupils by Grades in Rural Schools, 1904-1919.

Year.	Grade I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Junior Form.	Middle Form.	Senior Form.	Elem-entary Total.	Second-ary Total.	Grand Total.
1904	6,524	4,164	4,537	4,193	2,649	—	1,082	—	102	6	3	23,149	111	23,260
1905 ¹	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1906	5,412	3,411	3,717	3,515	2,086	—	967	—	119	3	—	19,108	122	19,230
1907	6,401	3,931	4,165	4,110	2,440	—	1,107	—	70	2	—	22,154	72	22,226
1908	9,739	4,475	4,983	4,617	2,524	1,097	744	844	168	9	3	29,023	180	29,203
1909	12,928	5,289	5,785	4,483	3,017	1,543	917	1,053	130	31	2	35,015	163	35,178
1910	13,556	5,596	6,170	6,033	3,283	1,758	1,106	1,236	313	23	19	42,193	328	42,521
1911	14,876	5,991	6,591	6,265	3,703	2,004	1,277	1,486	422	43	4	47,329	469	47,798
1912	16,758	6,788	7,312	6,766	4,153	2,261	1,444	1,627	541	29	2	55,102	572	55,674
1913	20,222	7,748	8,285	7,945	5,392	3,235	1,785	2,419	605	36	11	61,895	652	62,547
1914	22,649	8,658	9,206	8,551	6,085	3,676	2,129	2,878	735	43	8	68,516	786	69,302
1915	24,115	9,554	10,103	9,466	6,199	4,214	2,334	2,940	610	48	5	73,724	663	74,387
1916	26,375	10,127	11,106	10,426	6,199	4,214	2,334	2,940	610	48	5	73,724	663	74,387
1917	29,262	10,829	11,783	11,263	7,491	4,628	2,694	3,142	608	29	—	81,192	637	81,829
1918	30,785	11,612	12,641	12,163	7,806	5,359	3,009	3,531	571	59	3	87,106	633	87,739
1919	30,891	12,357	13,816	13,482	8,930	6,076	3,601	4,066	683	39	2	93,219	724	93,943

(¹) 1905 figures not given for villages and towns.

55.—Publicly Controlled Schools of Alberta: Distribution of Enrolment by Grades in Graded Schools, 1905-1918.

Year.	Elementary Grades.								Secondary Grades.				Total.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elem.	Sec.	Grand Total.
1905	2,856	1,820	1,976	1,830		965	668		320		150	50	10,115	520	10,635
1906	3,897	2,343	2,497	2,512		1,335	929		444		180	71	13,513	695	14,208
1907	5,104	3,012	3,034	3,060		1,820	1,151		515		210	86	17,183	811	17,994
1908	5,836	2,901	3,422	3,318		2,202	1,294		663		310	108	18,973	1,081	20,054
1909	6,904	3,141	3,645	3,583		2,492	1,565		824		500	229	21,330	1,533	22,863
1910	7,915	3,328	3,907	4,023		2,711	1,687		1,084		619	198	23,571	1,901	25,472
1911	9,015	3,990	4,727	4,737		2,957	1,930		1,360		592	254	27,356	2,206	29,562
1912	10,079	4,602	4,218	3,431		2,774	2,354	1,750	2,262	1,090	547	608	31,500	2,515	34,015
1913	12,603	5,482	5,081	4,153		3,429	2,628	2,077	2,242	1,447	683	516	37,695	2,927	40,622
1914	12,161	5,869	5,450	4,426		3,855	3,133	2,384	2,508	1,611	1,069	615	37,786	3,574	43,360
1915	10,977	6,369	5,784	5,002		4,175	3,449	2,764	2,839	1,962	1,352	969	43,359	4,720	46,079
1916	11,589	6,564	6,660	5,696		4,810	4,097	3,219	3,259	2,263	1,456	1,072	45,894	5,329	51,223
1917	11,462	6,658	6,645	6,064		5,233	4,537	3,411	3,525	2,307	1,423	1,157	47,535	5,648	53,183
1918	13,646	7,161	7,427	7,219		6,258	5,441	4,198	4,338	2,717	1,844	1,273	55,688	6,541	62,229
1919	15,931	7,625	7,412	7,414		6,779	6,055	5,071	4,748	3,292	2,063	1,430	61,035	7,294	68,329

56.—Publicly Controlled Schools of Alberta:—Distribution of Enrolment by Grades in Ungraded Schools, 1905-1918

Year.	Elementary Grades.								Secondary Grades.				Total.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Elem-	Sec.	Grand Total.	
1905	3,688	2,222	2,743	2,689		1,564		648		61		4	0	13,554	65	13,619
1906	3,762	2,415	2,983	1,764		2,840		746		62		4	0	14,510	66	14,576
1907	4,059	2,512	3,192	3,589		1,957		964		67		4	0	16,273	71	16,344
1908	5,729	2,922	3,507	3,714		2,411		1,225		85		6	0	19,501	91	19,599
1909	7,025	3,368	3,974	4,195		2,806		1,603		182		12	—	22,971	194	23,165
1910	9,361	4,361	5,069	5,369		3,469		2,019		168		17	2	29,648	187	29,835
1911	9,851	4,874	5,564	5,601		3,787		2,193		203		15	10	31,870	228	32,098
1912	12,202	5,106	5,518	4,406	2,747	2,605	1,579	2,008	164	53	7	4	—	36,171	228	36,399
1913	13,027	5,304	5,779	4,952	3,040	2,955	1,854	2,140	195	27	7	7	—	37,051	236	39,287
1914	14,684	6,325	6,854	5,841	3,970	3,734	2,195	2,547	328	64	8	—	—	46,150	400	46,550
1915	14,848	7,001	7,432	6,563	4,674	4,290	2,789	3,097	374	122	15	2	—	50,694	513	51,207
1916	13,350	6,271	7,234	6,123	4,723	4,178	2,793	2,880	320	90	13	3	—	47,552	426	47,978
1917	15,326	6,848	7,792	6,964	5,399	4,828	3,380	3,505	394	79	26	3	—	54,042	502	54,544
1918	14,591	5,948	6,523	6,265	4,697	4,321	2,930	3,198	324	68	13	2	—	48,473	407	48,880
1919	15,745	6,410	6,835	6,473	5,339	4,760	3,303	3,739	534	88	15	1	—	52,600	638	53,238

57.—Nova Scotia Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Classrooms in operation and Number of Pupils in these Classrooms, 1903-1919.

Year.	Number of Classrooms in Operation.			Number of Pupils in these Classrooms.			Percentage Graded.	
	Ungraded.	Graded.	Total.	Ungraded.	Graded.	Total.	Departments.	Pupils.
1903	1,474	921	2,395	51,306	47,462	98,768	38.50	48-08
1904	1,386	967	2,353	45,222	51,664	96,886	41-10	52-29
1905	1,429	1,000	2,429	49,956	50,296	100,252	41-20	50-17
1906	1,426	1,020	2,446	48,888	51,449	100,332	41-70	51-32
1907	1,436	1,029	2,465	48,653	51,354	100,007	41-30	51-35
1908	1,454	1,062	2,516	47,507	52,598	100,105	42-20	52-59
1909	1,495	1,082	2,577	46,354	54,226	101,680	42-00	53-33
1910	1,467	1,112	2,579	48,096	53,939	102,035	43-10	52-86
1911	1,467	1,172	2,639	46,239	56,671	102,910	44-40	55-07
1912	1,454	1,208	2,662	45,290	58,694	103,984	45-40	56-44
1913	1,467	1,225	2,692	45,407	59,862	105,269	45-50	56-87
1914	1,470	1,254	2,724	44,821	61,530	106,351	46-00	57-85
1915	1,470	1,325	2,795	44,277	63,491	107,768	47-00	58-84
1916	1,477	1,360	2,837	42,771	66,418	109,189	47-90	60-83
1917	1,465	1,391	2,856	42,157	66,875	109,032	48-70	61-34
1918	1,457	1,402	2,859	41,625	66,472	108,097	49-00	61-40
1919	1,379	1,433	2,812	42,091	64,891	106,982	51-00	60-76

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58—Saskatchewan Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Classrooms in operation and number of Pupils in these classrooms, 1903-1919.

Year.	Classrooms in operation.			Pupils in these classrooms.			Percentage graded.		Average days classrooms open.		Average days pupils attended.	
	Un-graded.	Graded.	Total.	Un-graded.	Graded.	Total.	Class-room.	Pupils.	Un-graded.	Graded.	Un-graded.	Graded.
1903	374	103	477	-	-	33,191	21.60	-	-	-	-	-
1904	511	122	633	-	-	41,033	19.30	-	-	-	-	-
1905	679	142	821	15,743	9,448	25,191	17.00	37.50	160	204.8	80.28	106.02
1906	823	194	1,017	19,230	12,045	31,275	19.10	38.50	154	203.7	78.53	101.55
1907	1,043	229	1,272	22,226	15,396	37,622	18.00	40.90	148	205.4	80.01	104.88
1908	1,271	341	1,612	29,203	17,883	47,086	21.20	37.90	146	209	82.89	111.69
1909	1,552	439	1,991	35,178	19,938	55,116	22.00	36.20	158	205	81.25	112.44
1910	1,701	560	2,261	39,046	26,327	65,392	24.80	40.30	158	201.7	83.78	105.68
1911	1,857	683	2,540	42,585	29,675	72,260	26.90	41.10	158	202	86.14	104.62
1912	2,163	851	3,014	47,597	34,299	81,896	28.20	41.90	151	193.	81.70	103.18
1913	2,430	1,021	3,451	55,894	45,569	101,463	30.00	44.90	157	191	84.92	108.28
1914	2,709	1,177	3,886	62,547	51,438	113,985	30.30	46.50	159	177	88.51	116.16
1915	2,870	1,265	4,135	69,302	53,560	122,862	30.60	43.60	170	202	96.31	124.45
1916	2,975	1,414	4,389	74,378	55,061	129,439	32.20	42.50	163	202.8	87.17	117.54
1917	3,273	1,439	4,712	81,829	60,788	142,617	30.60	42.60	163	200	98.53	120.50
1918	3,510	1,495	5,005	87,739	64,587	151,326	29.80	42.70	150	177	89.53	101.19
1919	3,613	1,683	5,296	93,943	70,276	164,219	31.80	42.80	169	200	106.00	122.26

59—Alberta Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Classrooms in Operation each year, and Number of Pupils in these Classrooms, 1905-1919.

Year.	Classrooms in operation.			Pupils in these Classrooms.			Percentage graded.		Average days Classrooms open.		Average days pupils attended.	
	Un-graded.	Graded.	Total.	Un-graded.	Graded.	Total.	Depts.	Pupils.	Un-graded.	Graded.	Un-graded.	Graded.
1905	444	184	628	13,619	10,635	24,254	29.30	43.85	162.51	203.00	86.83	116.58
1906	532	228	760	14,576	14,208	28,784	30.00	49.36	164.01	202.41	83.20	105.23
1907	644	299	943	16,344	17,994	34,338	31.70	52.37	154.28	198.27	76.55	101.38
1908	798	341	1,139	19,599	20,544	39,653	29.93	51.81	154.55	202.76	67.96	104.52
1909	910	413	1,313	23,163	22,883	46,048	31.45	47.52	159.56	189.91	68.52	102.48
1910	1,121	489	1,610	29,835	25,472	55,307	30.37	46.05	154.02	183.71	80.41	101.21
1911	1,301	601	1,902	32,098	29,562	61,660	31.60	47.94	153.88	202.34	77.91	111.59
1912	1,504	725	2,229	36,399	34,015	70,414	32.57	48.31	153.63	201.50	82.53	114.63
1913	1,604	907	2,511	39,287	40,622	79,909	36.12	50.83	156.48	190.98	85.05	115.35
1914	1,925	973	2,898	46,550	43,360	89,910	33.56	48.23	153.19	195.36	85.65	128.64
1915	2,023	1,059	3,082	51,207	46,079	97,286	34.36	47.36	162.25	192.63	95.50	129.47
1916	2,026	1,117	3,143	47,978	51,223	99,201	35.54	51.64	164.56	193.89	92.88	125.52
1917	2,322	1,175	3,497	54,544	53,183	107,727	33.60	49.37	165.15	189.07	94.68	122.44
1918	2,580	1,353	3,933	48,880	62,229	111,109	34.65	56.00	148.36	155.91	87.90	99.03
1919	-	-	-	-	-	121,567	-	-	-	-	-	-

PART IV.—TEACHERS.

Table 60 gives the number of teachers irrespective of qualifications or sex engaged in the publicly controlled elementary and secondary schools of the different provinces for a period of years. This is the only table of teachers that can be given on a comparative basis, and even this table is imperfect in the case of the figures of Quebec, which include a large number teaching in independent schools. It was judged better to include in this table the teachers in these schools and indicate their number elsewhere, as these schools are supported to a certain extent by the province. The teachers of Quebec included here are teaching in the Elementary and Model Schools and Academies and include both the lay teachers and the teachers in religious orders. The table does not include the classical colleges. Table 61 which should be compared with Table 9 showing the number of classrooms in operation rather than with Table 60, shows how far the demand is being filled by qualified teachers.

It must be borne in mind that the number of teachers given for any year does not mean the number teaching at one time. (A truer estimate of these is shown in table 9 giving the number of classrooms in operation). Some teachers leave the school before the end of the year and are replaced by new teachers. They may teach in one part of the province during one part of the year and in another at another; thus the same teacher may be counted more than once. For this reason the statistics of the number of teachers in a province where the staff is more or less permanent are nearer to the true number than those of a province where the teachers are continually changing. A province which has a large proportion of graded schools will probably have a more permanent staff than a province which has not; the same holds true of higher and lower salaries and of provinces with a slowly growing urban population and one with a rapid. Samples of these changes in teaching positions will be given in tables 78 and 80, but it is impossible to give these figures for all the provinces.

60.—Publicly Controlled Elementary and Secondary Schools in Canada: Number of Teachers, by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask. ¹	Alta.	B.C.	Total.
1901.....	589	2,492	1,841	10,192	9,800	1,669	—	—	543	27,126
1902.....	588	2,492	1,825	10,319	10,207	1,849	—	—	570	27,580
1903.....	572	2,494	1,815	10,553	10,325	2,094	—	—	607	28,460
1904.....	562	2,441	1,816	10,737	10,470	2,213	—	—	624	28,868
1905.....	570	2,566	1,866	10,943	10,598	2,272	—	729	663	30,207
1906.....	573	2,578	1,879	11,201	10,744	2,365	1,296	924	690	32,250
1907.....	572	2,626	1,874	11,577	10,920	2,480	1,470	1,210	735	33,464
1908.....	580	2,664	1,861	11,771	11,168	2,526	2,180	1,468	806	35,024
1909.....	595	2,694	1,942	12,126	11,406	2,662	2,335	1,815	900	36,485
1910.....	591	2,723	1,974	12,381	11,705	2,774	2,726	2,217	1,037	38,128
1911.....	591	2,799	1,975	12,890	12,016	2,868	3,547	2,651	1,179	40,516
1912.....	590	2,804	2,012	13,209	12,271	—	3,434	3,054	1,353	38,727
1913.....	583	2,861	2,002	13,601	12,749	2,964	3,234	3,294	1,597	46,887
1914.....	588	2,892	2,032	14,344	13,202	2,864	4,600	3,978	1,859	46,459
1915.....	586	2,945	2,106	14,796	13,504	2,976	5,078	4,218	1,966	48,175
1916.....	595	3,019	2,161	15,346	13,737	2,991	5,787	4,607	2,064	50,307
1917.....	601	3,045	2,129	15,638	14,054	3,024	5,853	5,133	2,124	51,601
1918.....	597	3,037	2,122	16,194	14,267	3,097	6,233	5,655	2,246	53,448
1919.....	594	3,012	2,107	16,213	14,801	3,479	6,550	4,902	2,332	53,990

¹These totals for Saskatchewan include the Secondary teachers whose sex was not given in reports.

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61.—Publicly Controlled Schools in Canada: Number of Male Teachers in Elementary and Secondary Schools by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces
1901.....	299	540	353	1,268	2,666	618	—	—	185	5,929
1902.....	293	485	348	1,236	2,777	629	—	—	194	5,962
1903.....	274	441	341	1,327	2,648	628	—	—	189	5,848
1904.....	268	388	313	1,304	2,584	682	—	—	182	5,721
1905.....	246	386	304	1,336	2,461	597	—	—	177	5,507
1906.....	246	366	302	1,422	2,376	596	563	280	176	6,327
1907.....	227	354	253	1,527	2,304	595	—	318	163	5,741
1908.....	205	355	269	1,579	2,379	598	—	435	181	5,991
1909.....	200	352	251	1,600	2,279	637	959	570	213	7,061
1910.....	188	339	233	1,704	2,233	621	1,074	716	288	7,396
1911.....	178	331	221	1,786	2,145	651	1,316	867	323	7,818
1912.....	162	293	201	1,877	2,144	—	1,245	956	351	7,229
1913.....	161	278	193	1,952	2,244	500	1,413	980	406	8,127
1914.....	162	272	201	2,052	2,288	474	1,552	1,375	485	8,851
1915.....	152	256	184	2,184	2,322	598	1,609	1,418	521	9,244
1916.....	138	246	196	2,263	2,007	491	1,490	1,355	523	8,709
1917.....	110	198	167	2,265	1,913	530	1,304	1,267	468	8,222
1918.....	100	185	149	2,394	1,663	524	1,015	1,090	436	7,556
1919.....	102	163	136	2,473	1,965	669	1,269	1,082	486	8,345

62.—Publicly Controlled Schools in Canada: Number of Female Teachers in Elementary and Secondary Schools by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Nine Provinces
1901.....	290	1,952	1,488	8,924	7,134	1,051	—	—	343	21,182
1902.....	295	2,007	1,477	9,083	7,430	1,220	—	—	355	21,867
1903.....	298	2,053	1,474	9,226	7,677	1,466	—	—	391	22,585
1904.....	294	2,053	1,503	9,433	7,886	1,536	—	—	413	23,118
1905.....	324	2,180	1,562	9,607	8,137	1,675	—	—	452	23,937
1906.....	327	2,212	1,577	9,779	8,368	1,769	733	644	477	25,886
1907.....	345	2,272	1,621	10,050	8,616	1,885	—	892	530	26,211
1908.....	375	2,309	1,602	10,192	8,789	1,928	—	1,033	576	26,804
1909.....	395	2,342	1,691	10,526	9,127	2,025	1,335	1,245	749	30,673
1910.....	403	2,384	1,741	10,677	9,472	2,153	1,598	1,501	856	33,642
1911.....	413	2,468	1,754	11,104	9,871	2,217	2,175	1,784	1,002	31,431
1912.....	428	2,511	1,811	11,332	10,127	—	2,122	2,098	1,191	35,676
1913.....	422	2,583	1,809	11,649	10,505	2,464	2,739	2,314	1,374	37,399
1914.....	426	2,620	1,831	12,292	10,914	2,390	2,949	2,603	1,445	38,802
1915.....	434	2,689	1,922	12,612	11,182	2,378	3,340	2,800	1,541	41,488
1916.....	457	2,773	1,965	13,083	11,730	2,500	4,187	3,252	1,566	43,260
1917.....	491	2,847	1,962	13,373	12,141	2,404	4,430	3,866	1,810	45,721
1918.....	497	2,852	1,973	13,800	12,604	2,573	5,047	4,565	1,846	45,481
1919.....	492	2,849	1,971	13,740	12,836	2,810	5,117	3,820	—	—

63.—Publicly Controlled Schools in Canada: Number of Teachers in Training in Normal Schools and Colleges by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Total.
1901.....	—	240	196	353	—	251	—	—	—	—
1902.....	—	182	269	420	1,922	320	—	—	—	3,113
1903.....	—	145	224	460	1,861	319	—	—	—	3,009
1904.....	—	191	288	392	1,592	390	—	—	—	2,853
1905.....	—	148	285	416	1,685	491	—	—	—	3,025
1906.....	—	154	307	423	2,286	476	188	102	—	3,936
1907.....	—	142	360	467	1,788	400	132	97	—	3,386
1908.....	—	161	334	526	1,410	410	229	140	—	3,210
1909.....	—	215	343	715	1,510	448	411	182	—	3,824
1910.....	—	260	358	787	1,474	503	447	218	—	4,047
1911.....	—	268	370	840	1,513	628	241	248	—	4,108
1912.....	—	293	376	836	1,436	—	580	278	—	3,799
1913.....	—	302	358	1,088	1,563	529	643	292	—	3,775
1914.....	—	318	357	1,270	1,425	581	886	364	—	5,201
1915.....	—	355	351	1,312	1,819	672	1,222	601	—	6,332
1916.....	—	368	372	1,357	1,438	737	911	438	—	5,641
1917.....	—	388	372	1,361	1,676	599	1,081	358	335	6,045
1918.....	—	260	287	1,339	1,659	513	620	488	365	5,531
1919.....	—	255	263	1,223	1,888	554	1,058	598	425	6,264
1920.....	220	228	263	—	—	593	—	—	404	—
Total 1902-19	—	4,300	5,874	15,232	29,945	8,570	8,649	4,404	1,125	78,099

Classification of Teachers

Tables of teachers classified by professional qualifications by provinces are of very little value and very misleading unless the academic standing required of each class as well as some general information on the other conditions attached to a class of certificate is given.

The professional certificates of teachers in the different provinces cannot be arranged in a table, as this would show a correspondence that might be misleading. An attempt will be made, however, to show their equivalence in the minimum academic requirements or non-professional scholarship on which admission to professional training for such certificate is based. This equivalence is usually accepted by one province as a basis for granting teachers or students from other provinces temporary certificates or normal school admission.

In Prince Edward Island there are three professional certificates, Third Class, Second Class, and First Class. The Third or lowest requires scholarship equivalent to matriculation into Prince of Wales College or somewhat better than grade IX. The normal training (taken simultaneously with the academic work of Prince of Wales) required for this class is about five months.

The scholarship for Second Class is equivalent to a year of successful work at Prince of Wales, or somewhat better than grade X, and the normal training taken during the academic year.

The scholarship for First Class is equivalent to two successful years at Prince of Wales or somewhat better than grade XI and the normal training taken during those years.

In Nova Scotia there are six classes arranged in ascending order as classes "D Temporary", "D", "C", "B", "A" and "Academic." The lowest class, "D Temporary", requires a scholarship equivalent to a pass in grade IX and third rank on professional examinations which are usually written at the same time as the ordinary provincial high school examinations and called "M.P.Q.", or "Minimum Professional Qualification" examinations. No attendance at normal is required for this certificate and it is granted only in case of a scarcity of teachers and on the recommendation of an inspector.

Class "D" requires a scholarship equivalent to grade IX and five months normal training. The candidate must be 17 years of age.

Class "C" requires grade X scholarship and five months normal training, or three months if the candidate holds a "D" certificate and has taught successfully for one year. The candidate must be 18 years of age.

Class "B," or First Class, requires a grade XI scholarship and a full year at normal school, or if the candidate already holds a "C" certificate, attendance from March to June. He must obtain first rank on his standing at normal school, and must be 19 years of age.

Class "A," or Superior First, requires a grade XII scholarship and one year at normal on the work of which he must obtain superior first rank. If he already holds a First Class, no further attendance at normal is required, but a supplementary examination is set on which he must obtain superior first rank. The candidate must be 20 years of age.

Academic Class requires a scholarship equivalent to a degree from a recognized university and the passing of a post-graduate examination set by the provincial authorities. The normal school attendance required is one year, abridgement of which time may be allowed on the basis of the professional certificates he has already obtained or of his proved ability. The candidate must be 22 years of age. A course in physical training must be taken along with normal school training in all cases.

New Brunswick.—Here also are six classes of certificates—Third Class English, Third Class French, Second Class, First Class, Superior First, and Grammar School. The scholarship requirements for admission to training for these are grades IX, IX, X, XI, XI with Latin and trigonometry, and XII

or University Degree, respectively. The normal schools teach academic as well as professional work, so that by the time the final examination is written for each class the additional scholarship acquired during the time attended may be counted in. The third class (English) requires six months, attendance at normal school and is a temporary certificate granted for three or four years. The Third Class (French) requires the same normal training and is permanent. The Second Class and each of the subsequent classes requires one year of normal training, but a higher rank must be obtained for each higher grade of certificate.

In Quebec the teachers in religious orders are not required to attend normal schools. The lay teachers obtain their professional certificate from two sources—normal schools and board of examiners. The names of the certificates in the cases of both Roman Catholic and Protestant schools are Infant School, Elementary, Model School, and Academy. It is impossible here to give even an approximate equivalence between the academic standing required for these certificates and those of other provinces. The candidate for a teacher's diploma must be 17 years of age.

In Ontario public and separate schools there are five classes of certificates—Limited Third Class, District Third Class, Third Class, Second Class, and First Class. All the Third Class certificates require a scholarship equivalent to grade X. The student must be 18 years of age before the close of his normal session. The professional training for these Third Class certificates is taken at summer and autumn "model" schools, model being used in a different sense from the ordinary. The training during the summer session of six weeks qualifies the student for a district Third Class tenable for one year; a short course at the autumn model school qualifies for limited Third Class tenable for two years and a four months' course or the full course at the same school qualifies for the regular Third Class certificate tenable for five years. The second and first class teachers are trained at normal schools so called. The Second Class permanent certificate requires a minimum scholarship equivalent to grade XI, one year of successful work at normal and two years of successful teaching experience; the first class requires a grade XII scholarship or a university degree, one year at normal school and two years successful teaching experience. During the two years of probation for Second or First Class permanent certificates the teacher holds what is called an Interim certificate. The secondary teachers are nearly all university graduates. After August, 1920, a teacher in a high school or a collegiate institute must be a graduate of a British university who has taken a course approved by the minister. He obtains his principal or assistant High School or Collegiate Institute certificate after two years of successful secondary teaching, during which time he can teach on an Interim High School certificate.

In Manitoba there are five classes of certificates—Third Class, Second Class, First B, and First A. The requirements for Third Class are a scholarship equivalent to grade XI and 15 weeks of normal training; those for Second Class are grade XI and one year of normal; for First B, grade XII and one year of normal; and for First A, a university degree.

In Saskatchewan the regulations governing teachers' certificates have recently undergone a change which is not yet in full operation. Up to 1919 there were besides the temporary Third Class certificate, granted on the basis of scholarship alone or a normal training in other provinces, a Third Class, Second Class, First Class, High School, and Collegiate certificates, requiring respectively grade X, XI, XII and university graduation scholarship. The requirements for the last two mentioned were based on the number of years of successful teaching in grades IX to XI and grades IX to XII respectively and the certificates were granted only to a teacher who already held a First Class permanent certificate. The Third Class required attendance at normal school for a period of ten weeks and was valid for two years; the Second Class, and the First Class

required attendance at normal school for four months, but the normal courses given to the first class students were more advanced than those given to second class. On the completion of the term at normal the student was given an Interim certificate which would be converted into a permanent Second or First Class certificate on the completion of two successful years of teaching. The normal course has recently been extended from four months to thirty-three weeks, divided into two sessions. It is optional with the student to attend one session, go out and teach on an Interim certificate, and come back within two years to complete his course, or to take the full course at once.

In Alberta there are five classes—Permit, Third Class, Second Class, First Class, and Academic. The Permit, tenable for 6 months, is extended to persons who have grade XI scholarship and no normal training, upon recommendation on the score of scarcity of teachers; the Third Class is temporary and requires a grade X scholarship or higher; no professional training for this class is provided by Alberta, but the recipients must have had training in some other province; the Second Class requires a scholarship equivalent to grade XI and one year of normal training; the First Class a scholarship of grade XII and one year of normal, while the Academic requires a university degree and a normal training of four months.

In British Columbia there are five classes, viz.:—Third Temporary, Third Class, Second Class, First Class, and Academic. The Third Temporary, tenable for three years, requires a standing equivalent to two years of high school or grade X and a training during one of the two sessions into which the normal school year is divided; the Second Class requires junior matriculation or (grade XI and languages) scholarship and a full year (or both sessions) at normal school; the First Class requires senior matriculation (grade XII and languages) scholarship and one year at normal school, while the Academic class requires a university degree and one session at normal school. All except the Third Class are permanent.

64.—Prince Edward Island Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1901-1919.

Year.	First Class.			Second Class.			Third Class.			Permit.			Total.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
1901.....	96	60	156	158	159	317	44	72	116	-	-	-	298	291	589
1904.....	68	75	143	132	142	274	67	77	144	-	-	-	268	294	562
1905.....	51	73	124	131	151	292	64	90	154	-	-	-	246	324	570
1906.....	56	74	130	130	162	292	60	91	151	-	-	-	246	327	573
1907.....	45	72	117	115	180	295	67	93	160	-	-	-	227	345	572
1908.....	38	80	118	100	188	288	66	98	164	1	9	10	205	375	580
1909.....	36	75	111	104	200	304	60	109	169	0	11	11	200	395	595
1910.....	47	69	116	108	201	309	54	107	161	1	4	5	210	381	591
1911.....	32	65	97	96	208	304	45	133	178	5	7	12	178	413	591
1912.....	25	60	85	95	237	332	38	121	159	4	10	14	162	428	590
1913.....	34	55	89	85	257	342	42	108	150	0	2	2	161	422	583
1914.....	47	52	99	76	249	325	39	124	163	0	1	1	162	426	588
1915.....	46	59	105	70	272	342	36	103	139	-	-	-	152	434	586
1916.....	46	68	114	59	297	356	33	92	125	-	-	-	138	457	595
1917.....	33	74	107	53	321	374	24	96	120	-	-	-	110	491	601
1918.....	26	72	98	48	327	375	26	96	122	-	2	2	100	497	597
1919.....	24	69	93	50	306	356	26	109	135	2	8	10	102	492	594

DOMINION BUREAU OF STATISTICS

65.—Nova Scotia Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1894-1919.

	Academic.			Class "A" or Superior First.			Class "B" or First.			Class "C" or Second.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1894.....	44	4	48	—	—	—	149	162	311	199	888	1,087
1895.....	49	6	55	—	—	—	142	183	325	178	900	1,078
1896.....	50	10	60	—	—	—	157	199	356	181	840	1,021
1897.....	53	8	61	—	—	—	141	225	366	186	838	1,024
1898.....	58	12	70	—	—	—	150	250	400	194	795	989
1899.....	62	17	79	—	—	—	135	253	388	193	761	954
1900.....	70	19	89	—	—	—	143	270	413	184	761	945
1901.....	79	25	104	—	—	—	122	300	422	166	739	903
1902.....	78	26	104	—	—	—	116	360	476	154	794	948
1903.....	71	24	95	—	—	—	115	391	506	139	792	931
1904.....	61	25	86	—	—	—	101	398	499	119	775	894
1905.....	64	22	86	—	—	—	98	420	518	121	851	972
1906.....	58	24	82	—	—	—	99	419	518	127	943	1,070
1907.....	61	26	87	—	—	—	101	439	540	105	969	1,074
1908.....	64	25	89	—	—	—	96	434	530	107	1,023	1,130
1909.....	60	31	91	—	—	—	89	418	507	92	941	1,033
1910.....	58	39	97	—	—	—	79	488	567	77	863	940
1911.....	57	39	96	—	—	—	88	558	646	69	816	885
1912.....	54	30	84	8	19	27	70	569	639	52	809	852
1913.....	58	25	83	8	22	30	70	593	663	55	789	844
1914.....	51	27	78	17	45	62	68	604	672	49	811	860
1915.....	49	24	73	18	69	87	62	620	682	36	831	867
1916.....	50	23	73	22	98	120	68	662	730	29	890	919
1917.....	45	19	64	25	123	148	48	737	785	28	890	918
1918.....	47	21	68	19	127	146	43	737	780	29	835	864
1919.....	41	23	64	22	133	155	40	717	757	15	793	808

66.—New Brunswick Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1886-1919.

Year.	Grammar School.		Superior School.		Males. Class.			Females. Class.		
	Male.	Female.	Male.	Female.	I	II	III	I	II	III
1886.....	14	—	—	—	117	174	126	125	599	399
1887.....	14	—	—	—	116	182	128	133	597	397
1888.....	14	—	—	—	107	176	111	134	603	411
1889.....	14	—	—	—	119	159	114	145	638	377
1890.....	12	—	—	—	110	163	109	152	634	393
1891.....	14	—	—	—	110	146	102	164	619	435
1892.....	14	—	—	—	121	132	104	183	651	426
1894.....	14	—	—	—	127	124	104	233	662	440
1895.....	13	—	—	—	133	125	102	249	702	422
1896.....	13	—	—	—	147	125	107	276	714	414
1897.....	17	—	—	—	160	112	95	280	728	409
1898.....	20	—	—	—	153	118	108	274	786	377
1899.....	23	2	—	—	160	119	103	304	775	393
1900.....	23	2	—	—	144	112	91	308	769	381
1901.....	20	3	—	—	124	122	85	305	789	363
1902.....	19	3	—	—	127	111	89	296	778	373
1903.....	21	2	—	—	125	112	80	310	766	371
1904.....	22	2	—	—	121	101	66	312	750	415
1905.....	24	1	48	7	68	85	77	305	807	410
1906.....	22	3	40	7	64	97	78	299	796	431
1907.....	20	4	39	8	57	81	55	332	808	433
1908.....	20	4	40	7	57	83	57	336	797	429
1909.....	19	6	38	10	62	77	54	377	848	418
1910.....	19	8	37	11	59	65	51	404	904	380
1911.....	17	8	36	13	61	55	51	436	862	396
1912.....	17	7	39	13	57	49	38	459	888	411
1913.....	15	10	30	19	47	53	47	450	871	424
1914.....	16	10	34	14	45	55	50	456	876	436
1915.....	15	10	34	14	43	47	41	464	960	421
1916.....	16	9	32	20	42	53	50	502	982	383
1917.....	16	10	36	20	34	47	32	492	962	411
1918.....	17	10	31	26	39	32	30	502	959	401
1919.....	16	10	20	31	41	31	25	485	955	420

65.—Nova Scotia Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1894-1919.

Class "D" or Third.			Class "D" Temporary.			Permissive.			Total.			Year.
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
131	658	789	18	98	16	—	—	—	541	1,810	2,351	1894
133	669	802	38	101	139	—	—	—	540	1,859	2,399	1895
153	585	738	41	122	163	—	—	—	582	1,856	2,438	1896
145	716	861	51	122	173	—	—	—	576	1,909	2,485	1897
149	678	727	63	161	194	—	—	—	614	1,896	2,510	1898
167	748	915	37	121	158	—	—	—	594	1,900	2,494	1899
174	749	923	45	142	187	—	—	—	616	1,941	2,557	1900
126	750	876	47	140	187	—	—	—	540	1,952	2,492	1901
116	739	855	21	88	109	—	—	—	485	2,007	2,492	1902
94	774	868	22	72	94	—	—	—	441	2,053	2,494	1903
93	805	898	14	50	64	—	—	—	388	2,053	2,441	1904
88	829	917	15	58	73	—	—	—	386	2,180	2,566	1905
75	753	828	7	73	80	—	—	—	366	2,212	2,578	1906
74	743	817	13	95	108	—	—	—	354	2,272	2,626	1907
61	721	782	27	106	133	—	—	—	355	2,309	2,664	1908
83	775	858	28	177	205	—	—	—	352	2,342	2,694	1909
71	782	853	54	214	268	—	—	—	339	2,384	2,723	1910
57	746	803	60	309	369	—	—	—	331	2,468	2,799	1911
65	793	858	44	300	344	—	—	—	293	2,511	2,804	1912
38	763	801	15	129	144	34	262	296	278	2,583	2,861	1913
48	799	847	11	161	172	28	173	201	272	2,620	2,892	1914
51	859	910	10	126	136	30	160	190	256	2,689	2,945	1915
52	862	914	12	114	126	13	124	137	246	2,773	3,019	1916
30	830	860	19	23	42	3	225	228	198	2,847	3,045	1917
25	861	886	7	106	113	15	165	180	185	2,852	3,037	1918
28	799	827	3	127	130	14	257	271	163	2,849	3,012	1919

66.—New Brunswick Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1886-1919.

Total.			Trained.	Untrained.	Class-room Assistants.		Total number, employed 2nd term.	Year.
Male.	Female.	Total.			Male.	Female.		
431	1,123	1,554	1,467	87	7	29	1,590	1886
440	1,127	1,567	1,520	47	8	23	1,598	1887
408	1,148	1,556	1,513	43	7	24	1,587	1888
406	1,160	1,566	1,521	45	3	28	1,597	1889
394	1,179	1,573	1,526	47	4	40	1,617	1890
372	1,218	1,590	1,521	69	7	35	1,632	1891
370	1,261	1,631	1,542	89	4	34	1,669	1892
367	1,337	1,704	1,669	35	5	40	1,749	1894
373	1,373	1,746	1,719	27	4	40	1,790	1895
392	1,404	1,796	1,778	18	2	31	1,829	1896
384	1,417	1,800	1,790	11	—	31	1,831	1897
397	1,439	1,836	1,820	16	3	25	1,864	1898
405	1,474	1,879	1,868	11	—	33	1,912	1899
370	1,460	1,830	1,809	21	1	25	1,856	1900
351	1,460	1,811	1,781	30	2	28	1,841	1901
346	1,450	1,796	1,744	50	2	27	1,825	1902
338	1,449	1,787	1,730	57	3	25	1,815	1903
310	1,479	1,789	1,727	62	3	24	1,816	1904
302	1,530	1,832	1,771	61	2	32	1,866	1905
301	1,536	1,837	1,769	68	1	41	1,879	1906
252	1,585	1,837	1,764	73	1	36	1,874	1907
257	1,573	1,830	1,756	74	2	29	1,861	1908
250	1,659	1,909	1,843	66	1	32	1,942	1909
231	1,707	1,938	1,903	35	2	34	1,974	1910
220	1,715	1,935	1,898	37	1	39	1,975	1911
200	1,778	1,978	1,902	76	1	33	2,012	1912
192	1,774	1,966	1,925	41	1	35	2,002	1913
200	1,792	1,992	1,917	75	1	39	2,032	1914
180	1,869	2,049	2,003	46	4	53	2,106	1915
193	1,896	2,089	2,057	32	3	69	2,161	1916
165	1,895	2,060	2,017	43	2	67	2,129	1917
149	1,898	2,047	2,011	36	—	75	2,122	1918
133	1,901	2,034	1,948	86	3	70	2,107	1919

67.—Quebec Schools: Religious and Lay Teachers by Sex in Elementary, Model Schools and Academies of Quebec 1901-1919.

Year.	Religious.			Lay.									Total Religious and Lay.		
				In Roman Catholic Schools.			In Protestant Schools.			Total Lay.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
1901....	889	2,656	3,545	275	4,941	5,216	101	1,326	1,427	376	5,267	6,643	1,265	8,927	10,192
1902....	878	2,792	3,670	258	4,957	5,215	95	1,334	1,429	353	6,296	6,649	1,231	9,088	10,319
1903....	972	2,832	3,804	247	5,051	5,298	100	1,343	1,443	347	6,394	6,741	1,319	9,226	10,553
1904....	984	2,908	3,892	232	5,114	5,346	85	1,411	1,496	317	6,525	6,842	1,301	9,433	10,737
1905....	1,036	3,014	4,050	215	5,199	5,414	87	1,394	1,481	302	6,593	6,895	1,336	9,607	10,943
1906....	1,119	3,120	4,239	219	5,232	5,451	83	1,427	1,510	302	6,659	6,961	1,422	9,779	11,201
1907....	1,193	3,269	4,462	240	5,329	5,569	94	1,452	1,546	334	6,781	7,115	1,527	10,050	11,577
1908....	1,233	3,366	4,599	238	5,369	5,607	108	1,457	1,565	346	6,826	7,172	1,579	10,192	11,771
1909....	1,223	3,533	4,756	279	5,473	5,752	98	1,520	1,618	377	6,993	7,370	1,600	10,526	12,126
1910....	1,328	3,548	4,876	284	5,583	5,867	92	1,541	1,633	376	7,124	7,500	1,704	10,677	12,381
1911....	1,367	3,736	5,103	280	5,682	5,962	139	1,686	1,825	419	7,368	7,787	1,786	11,104	12,890
1912....	1,463	3,886	5,349	297	5,782	6,079	117	1,664	1,781	414	7,446	7,860	1,877	11,332	13,209
1913....	1,517	4,132	5,649	307	5,863	6,170	128	1,654	1,782	435	7,517	7,952	1,952	11,649	13,601
1914....	1,555	4,333	5,888	366	6,154	6,520	131	1,780	1,911	497	7,934	8,431	2,052	12,292	14,344
1915....	1,580	4,446	6,026	413	6,375	6,788	191	1,791	1,982	604	8,166	8,770	2,184	12,612	14,796
1916....	1,623	4,666	6,289	455	6,528	6,983	185	1,889	2,074	640	8,417	9,057	2,263	13,083	15,346
1917....	1,638	4,778	6,416	474	6,664	7,138	153	1,931	2,084	627	8,595	9,222	2,265	13,373	15,638
1918....	1,774	5,163	6,937	483	6,716	7,199	137	1,921	2,058	620	8,637	9,257	2,394	13,800	16,194
1919....	1,929	5,341	7,270	455	6,786	7,241	135	1,927	2,062	590	8,713	9,303	2,473	13,740	16,213

68.—Quebec Schools: Lay Male Teachers in Roman Catholic and Protestant Elementary, Model Schools and Academies by Class of Diploma, 1901-1919.

Year.	Roman Catholic.					Protestant.					Total.				
	Academy.	Model	Elementary.	Without Diploma.	Total.	Academy.	Model	Elementary.	Without Diploma.	Total.	Academy.	Model	Elementary.	Without Diploma.	Total.
1901....	58	118	61	38	275	58	23	7	13	101	116	141	68	51	376
1902....	56	128	49	25	258	61	17	4	13	95	117	145	53	38	353
1903....	69	113	47	18	247	57	23	3	17	100	128	136	50	35	347
1904....	66	109	37	20	232	55	15	2	13	85	121	124	39	33	317
1905....	66	98	35	16	215	49	19	—	19	87	115	117	35	35	302
1906....	73	91	38	17	219	51	18	—	14	83	124	109	38	31	302
1907....	71	101	35	33	240	54	19	2	19	94	125	120	37	52	334
1908....	76	100	34	28	238	62	16	3	27	108	138	116	37	55	346
1909....	85	109	39	46	279	59	17	4	20	98	144	124	43	66	377
1910....	88	108	40	48	284	53	18	3	16	92	143	126	43	64	376
1911....	86	106	35	53	280	68	47	14	10	139	154	136	49	63	419
1912....	94	109	42	52	297	71	27	6	13	117	165	136	48	65	414
1913....	113	108	39	47	307	79	32	6	11	128	192	140	45	58	435
1914....	142	109	46	69	366	83	26	8	14	131	225	135	54	83	497
1915....	147	117	69	76	409	101	24	4	62	191	248	141	73	138	600
1916....	186	142	72	55	455	82	49	5	49	185	268	191	77	104	640
1917....	221	133	70	50	474	91	29	4	29	153	312	162	74	79	627
1918....	259	142	58	24	483	86	25	2	24	137	345	167	60	48	620
1919....	232	130	62	31	455	88	18	3	26	135	320	148	65	57	590

69.—Quebec Schools: Lay Female Teachers in Roman Catholic and Protestant Elementary, Model Schools and Academies, by Class of Diploma, 1901-1919.

Year.	Roman Catholic.					Protestant.					Total.				
	Academy.	Model	Elementary.	Without Diploma.	Total.	Academy.	Model	Elementary.	Without Diploma.	Total.	Academy.	Model	Elementary.	Without Diploma.	Total.
1901....	9	1,183	3,053	696	4,946	64	436	702	124	1,326	73	1,619	3,755	820	6,272
1902....	9	1,155	3,069	724	4,957	70	409	697	158	1,334	79	1,564	3,766	882	6,291
1903....	11	1,173	3,134	733	5,051	59	430	684	170	1,343	70	1,603	3,818	910	6,394
1904....	10	1,167	3,125	812	5,114	51	421	698	241	1,411	61	1,588	3,823	1,053	6,525
1905....	12	1,221	3,136	830	5,199	51	392	665	286	1,394	63	1,623	3,801	1,116	6,593
1906....	16	1,279	3,142	795	5,232	54	412	623	338	1,427	70	1,691	3,765	1,133	6,759
1907....	24	1,273	3,173	859	5,329	57	420	581	374	1,457	81	1,693	3,754	1,233	7,181
1908....	25	1,284	3,194	866	5,386	66	435	524	432	1,457	91	1,719	3,718	1,298	6,843
1909....	33	1,364	3,121	955	5,473	67	459	512	482	1,520	100	1,823	3,633	1,437	6,993
1910....	40	1,419	3,242	882	5,583	66	473	495	507	1,541	106	1,832	3,737	1,389	7,124
1911....	58	1,531	3,250	843	5,682	75	530	625	456	1,686	133	2,061	3,875	1,299	7,368
1912....	74	1,579	3,279	850	5,782	103	627	508	426	1,664	177	2,206	3,787	1,276	7,446
1913....	91	1,580	3,304	888	5,863	66	646	508	434	1,654	157	2,226	3,812	1,272	7,517
1914....	100	1,731	3,457	866	6,154	83	654	631	412	1,780	183	2,385	4,088	1,278	7,934
1915....	142	1,935	3,548	750	6,375	72	664	647	414	1,791	214	2,599	4,195	1,164	8,166
1916....	178	2,153	3,700	497	6,528	106	832	626	325	1,889	284	2,985	4,326	1,622	8,417
1917....	228	2,203	3,803	430	6,664	128	850	697	256	1,931	356	3,053	4,500	686	8,595
1918....	284	2,199	3,890	363	6,716	100	904	656	261	1,921	364	3,103	4,546	624	8,637
1919....	321	2,213	3,883	369	6,786	85	925	606	311	1,927	406	3,138	4,489	680	8,713

70.—Quebec Schools: Lay Teachers of both Sexes in Roman Catholic and Protestant Elementary, Model Schools and Academies, by Class of Diploma, 1901-1919.

Year.	Roman Catholic.					Protestant.					Total.				
	Aca- demy.	Model	Ele- men- tary.	With- out Dip- loma.	Total.	Aca- demy.	Model	Ele- men- tary.	With- out Dip- loma.	Total.	Aca- demy.	Model	Ele- men- tary.	With- out Dip- loma.	Total.
1901.	67	1,301	3,114	734	5,216	125	453	706	137	1,427	190	1,764	3,808	858	6,625
1902.	65	1,283	3,118	749	5,215	—	—	—	—	1,434	—	—	—	—	6,649
1903.	80	1,286	3,181	751	5,298	116	453	687	187	1,443	198	1,739	3,868	945	6,741
1904.	76	276	3,162	832	5,346	106	436	700	254	1,496	182	1,712	3,862	1,086	6,842
1905.	78	1,319	3,171	846	5,414	100	411	665	305	1,481	178	1,740	3,836	1,151	6,895
1906.	89	1,370	3,180	812	5,451	105	430	623	352	1,510	194	1,800	3,803	1,164	7,061
1907.	95	1,374	3,208	892	5,569	111	439	583	393	1,546	206	1,813	3,791	1,285	7,115
1908.	101	1,384	3,228	894	5,607	128	451	527	459	1,565	229	1,835	3,755	1,353	7,189
1909.	118	1,473	3,160	1,001	5,752	126	474	516	502	1,618	244	1,947	3,676	1,503	7,370
1910.	128	1,527	3,282	930	5,867	121	491	498	523	1,633	249	2,018	3,780	1,453	7,500
1911.	144	1,637	3,285	896	5,962	143	577	639	466	1,825	287	2,214	3,924	1,362	7,787
1912.	168	1,688	3,321	902	6,079	174	654	514	439	1,781	342	2,342	3,835	1,341	7,860
1913.	204	1,688	3,343	935	6,170	145	678	514	445	1,782	349	2,366	3,857	1,380	7,952
1914.	242	1,840	3,503	935	6,520	166	680	639	426	1,911	408	2,520	4,142	1,361	8,431
1915.	289	2,052	3,617	826	6,784	173	688	651	476	1,982	462	2,740	4,268	1,302	8,766
1916.	364	2,295	3,772	552	6,983	188	881	631	374	2,074	552	3,176	4,403	926	9,057
1917.	449	2,336	3,873	480	7,138	219	879	701	285	2,084	668	3,215	4,574	765	9,222
1918.	523	2,341	3,948	387	7,199	186	929	658	285	2,058	709	3,270	4,606	672	9,257
1919.	553	2,343	3,945	400	7,241	173	943	609	337	2,062	726	3,286	4,554	737	9,303

71.—Quebec Schools: Qualified Lay Teachers in Elementary, Model Schools and Academies, classified according to Source of Diplomas, 1901-1919.

Year.	Roman Catholic						Protestant.						Total.					
	Normal Schools.			Board of Examiners.			Normal Schools.			Board of Examiners.			Normal Schools.			Board of Examiners.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1901.	122	214	336	115	4,031	4,146	50	64	114	38	577	615	172	278	450	153	4,608	4,761
1902.	115	224	339	118	4,009	4,127	95	0	95	37	—	—	120	—	—	—	—	—
1903.	119	238	357	110	4,080	4,190	100	700	800	36	473	509	219	938	1,157	146	4,553	4,699
1904.	100	268	368	112	4,034	4,146	85	710	795	26	460	486	185	978	1,163	136	4,494	4,630
1905.	100	291	391	99	4,078	4,177	87	704	791	29	404	433	187	995	1,182	128	4,482	4,610
1906.	104	289	393	98	4,148	4,246	83	730	813	27	359	386	187	1,019	1,260	125	4,507	4,632
1907.	108	288	396	99	4,182	4,281	94	751	845	25	307	332	202	1,039	1,241	124	4,489	4,613
1908.	110	305	415	100	4,198	4,298	108	447	855	33	278	311	218	1,042	1,260	133	4,476	4,607
1909.	130	355	485	103	4,163	4,266	98	761	859	24	277	301	228	1,116	1,344	127	4,440	4,567
1910.	128	439	567	108	4,262	4,370	92	755	847	30	279	309	220	1,194	1,414	138	4,541	4,679
1911.	126	522	648	101	4,317	4,418	139	800	939	60	430	490	265	1,322	1,587	161	4,747	4,908
1912.	140	642	782	105	4,290	4,395	117	793	910	40	445	485	257	1,435	1,692	145	4,735	4,880
1913.	157	687	844	103	4,288	4,391	128	769	897	24	451	475	285	1,456	1,741	127	4,736	4,863
1914.	188	808	996	109	4,480	4,589	131	955	1,086	45	413	458	319	1,763	2,082	154	4,893	5,047
1915.	198	953	1,151	135	4,672	4,807	191	975	1,166	61	402	463	389	1,928	2,317	196	5,074	5,270
1916.	228	1,114	1,342	172	4,917	5,089	185	1,102	1,287	66	462	528	413	2,216	2,629	238	5,379	5,617
1917.	248	1,237	1,485	176	4,997	5,173	153	1,140	1,293	84	535	619	401	2,377	2,778	260	5,532	5,792
1918.	252	1,301	1,553	207	5,052	5,259	137	1,137	1,274	73	523	596	389	2,438	2,827	280	5,575	5,855
1919.	227	1,346	1,573	197	5,071	5,268	42	1,137	1,179	67	479	546	269	2,483	2,752	264	5,550	5,814

M.—Male. F.—Female.

72.—Quebec Schools: Lay Teachers in Publicly Controlled and Independent Schools, 1915-1919.

Year.	Public.						Independent. ¹						Grand Total.
	Roman Catholic.			Protestant.			Roman Catholic.			Protestant.			
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
1915...	391	6,224	6,615	191	1,786	1,977	22	151	173	—	5	5	8,770
1916...	432	6,390	6,822	185	1,888	2,073	23	138	161	—	—	—	9,056
1917...	446	6,527	6,973	153	1,931	2,084	28	137	165	—	1	1	9,223
1918...	456	6,575	7,031	137	1,919	2,056	27	141	168	—	2	2	9,257
1919...	430	6,632	7,062	135	1,925	2,060	25	154	179	—	2	2	9,303

¹Already included in the tables for Elementary, Model Schools and Academies.

73.—Ontario Publicly Controlled Schools: Teachers in the Elementary and Secondary Schools, by Qualifications and Sex, 1867-1918.

Year.	Elementary Schools.								Secondary Schools.			Total.		
	1st Class.	2nd Class.	3rd Class.	Special.	Others.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
1867.....	1,899	2,454	386	—	151	2,849	2,041	4,890	—	—	159	—	—	5,049
1872.....	1,337	1,477	2,084	—	578	2,626	2,850	5,476	—	—	239	—	—	5,715
1877.....	250	1,304	3,926	—	988	3,020	3,448	6,468	—	—	280	—	—	6,748
1882.....	246	2,169	3,471	—	971	3,062	3,795	6,857	—	—	332	—	—	7,189
1887.....	252	2,553	3,865	—	924	2,718	4,876	7,594	—	—	398	—	—	7,992
1892.....	261	3,047	4,299	—	873	2,770	5,710	8,480	—	—	522	—	—	9,002
1897.....	343	3,386	4,465	—	934	2,784	6,344	9,128	—	—	579	—	—	9,707
1900.....	581	3,851	3,927	—	1,081	2,630	6,810	9,440	—	—	593	—	—	10,033
1901.....	611	4,125	3,571	251	914	2,459	7,035	9,221	—	—	579	—	—	9,800
1902.....	608	4,296	3,432	247	1,031	2,294	7,320	9,614	483	110	593	2,777	7,430	10,207
1903.....	610	4,451	3,250	250	1,145	2,160	7,546	9,706	488	131	619	2,648	7,677	10,325
1904.....	635	4,192	3,396	255	1,331	2,075	7,734	9,809	509	152	661	2,584	7,886	10,470
1905.....	661	4,018	3,248	260	1,722	1,950	7,959	9,909	511	178	689	2,461	8,137	10,598
1906.....	689	4,007	3,254	273	1,812	1,863	8,162	10,025	513	206	719	2,376	8,368	10,744
1907.....	715	3,887	3,452	277	1,839	1,783	8,387	10,170	521	229	750	2,304	8,616	10,920
1908.....	767	3,979	3,565	288	1,774	1,842	8,531	10,373	537	258	795	2,379	8,789	11,168
1909.....	793	4,732	2,971	312	1,778	1,747	8,339	10,586	532	288	820	2,279	9,127	11,406
1910.....	834	5,511	2,370	334	1,803	1,696	9,156	10,852	537	316	853	2,233	9,472	11,705
1911*.....	647	6,076	1,695	358	2,124	1,499	9,401	10,900	646	470	1,116	*2,145	9,871	12,016
1912.....	674	6,419	1,804	371	1,866	1,511	9,617	11,128	633	510	1,143	2,144	10,127	12,271
1913.....	795	6,828	1,878	386	1,674	1,600	9,961	11,561	644	544	1,188	2,244	10,505	12,749
1914.....	878	7,387	1,771	396	1,510	1,628	10,314	11,942	660	600	1,260	2,288	10,914	13,202
1915.....	1,051	8,025	1,520	396	1,254	1,685	10,561	12,246	637	621	1,258	2,322	11,182	13,504
1916.....	1,084	8,559	1,346	371	1,105	1,386	11,079	12,465	621	651	1,272	2,007	11,730	13,737
1917.....	1,106	8,784	1,317	376	1,108	1,317	11,445	12,762	596	696	1,292	1,913	12,141	14,054
1918.....	1,099	9,018	1,247	455	1,126	1,068	11,877	12,945	595	727	1,322	1,663	12,604	14,267
1919.....	1,246	9,193	1,159	534	1,257	1,328	12,061	13,389	637	775	1,412	1,965	12,836	14,801

NOTE.—From 1911 to the present, the Continuation School teachers are included with the secondary teachers: previously they were included with the elementary.

74.—Manitoba Publicly Controlled Schools: Teachers Employed, by Sex and Class of Certificate, 1883-1918.

Year.	Number Teachers.	Male.	Female.	Collegiate	1st Class.	2nd Class.	3rd Class.	Interim Certificates.	Specialists.
1883.....	246	123	123	9	37	77	88	35	—
1885.....	476	231	245	6	47	148	200	75	—
1890.....	840	451	389	5	68	279	369	124	—
1895.....	1,093	570	523	18	121	525	395	34	—
1900.....	1,596	592	1,004	42	243	767	497	47	—
1901.....	1,669	618	1,051	46	267	725	541	90	—
1902.....	1,849	629	1,220	44	269	903	444	189	—
1903.....	2,094	628	1,466	50	261	853	591	339	—
1904.....	2,218	682	1,536	53	268	981	583	333	—
1905.....	2,272	507	1,675	39	240	1,092	602	279	—
1906.....	2,365	596	1,769	66	256	1,104	626	214	—
1907.....	2,480	595	1,885	58	261	1,368	567	226	—
1908.....	2,526	598	1,928	56	240	1,350	642	238	—
1909.....	2,662	637	2,025	59	286	1,331	799	187	—
1910.....	2,774	621	2,153	80	273	1,452	718	251	—
1911.....	2,868	651	2,217	85	305	1,283	938	257	—
1912-13.....	2,964	500	2,464	99	254	1,278	1,153	180	—
1914.....	2,864	474	2,390	70	264	1,243	1,134	153	—
1915.....	2,976	598	2,378	93	298	1,359	1,130	96	—
1916.....	2,991	491	2,500	104	260	1,611	889	82	45
1917.....	3,024	530	2,494	121	244	1,439	1,028	140	52
1918.....	3,097	524	2,573	81	351	1,603	849	160	53

75.—Saskatchewan Publicly Controlled Schools: Teachers in Urban, Elementary and Secondary Schools by Sex and Class of Certificate, 1909-19.

	Elementary Schools.															Secondary Schools.	Total.
	First Class.			Second Class.			Third Class.			Permit.			Total.				
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.		
1909.	65	51	116	64	240	304	12	34	46	8	6	14	149	331	480	41	521
1910.	66	56	122	98	295	393	23	54	73	5	16	21	192	407	606	54	660
1911.	70	92	162	229	430	659	179	254	433	142	171	313	620	947	1,567	56	1,623
1912 ¹	89	84	173	115	425	540	37	63	100	14	21	37	255	593	848	67	915
1913.	103	128	231	125	609	734	46	151	197	17	43	60	291	931	1,222	84	1,306
1914.	143	164	307	127	614	741	45	185	230	6	14	20	321	977	1,298	99	1,397
1915.	190	203	393	136	642	778	38	193	231	2	10	12	366	1,048	1,414	129	1,543
1916.	220	284	504	155	733	888	36	208	244	2	15	17	413	1,240	1,653	110	1,763
1917.	159	255	414	158	792	950	30	163	193	2	11	13	349	1,221	1,570	119	1,689
1918.	162	284	446	119	903	1,022	33	217	250	4	22	26	318	1,426	1,744	161	1,905
1919.	181	304	485	127	1,085	1,212	20	183	203	1	5	6	329	1,577	1,906	164	2,070

¹Incomplete. Note also the peculiar figures of 1911.

76.—Saskatchewan Publicly Controlled Schools: Teachers in Rural Elementary Schools by Sex and Class of Certificate, 1909-1919.

Year.	First Class.			Second Class.			Third Class.			Permit.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1909.	56	40	96	248	423	671	306	348	654	200	193	393	810	1,004	1,814
1910.	48	42	90	247	442	689	335	432	767	252	268	520	882	1,184	2,066
1911.	65	83	148	259	478	737	184	389	573	188	278	466	696	1,228	1,924
1912.	24	46	70	249	453	702	304	537	841	413	489	902	994	1,525	2,519
1913.	44	59	103	255	448	703	363	789	1,152	460	512	972	1,122	1,808	2,930
1914.	49	67	116	287	495	782	503	1,058	1,561	392	352	744	1,231	1,972	3,203
1915.	76	109	185	309	628	937	601	1,356	1,957	257	199	456	1,243	2,292	3,535
1916.	76	160	236	272	758	1,030	506	1,546	2,052	223	483	706	1,077	2,947	4,024
1917.	72	179	251	251	898	1,149	388	1,547	1,935	244	585	829	955	3,209	4,164
1918.	55	197	252	206	1,111	1,317	250	1,613	1,863	186	710	996	697	3,631	4,328
1919.	119	276	395	330	1,463	1,793	308	1,486	1,794	183	315	498	940	3,540	4,480

M.—Male. F.—Female.

77.—Saskatchewan Publicly Controlled Schools: Teachers in all Elementary and Secondary Schools by Sex and Class of Certificate, 1909-1919.

Year.	Elementary Schools.															Secondary Schools.	Grand Total.
	First Class.			Second Class.			Third Class.			Permit.			Total.				
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.			
1909.....	121	91	212	312	663	975	318	382	700	208	199	407	959	1,335	41	2,335	
1910.....	114	98	212	345	737	1,082	358	479	837	257	284	541	1,074	1,598	54	2,726	
1911.....	135	175	310	488	908	1,396	363	643	1,006	330	449	779	1,316	2,175	56	3,547	
1912.....	113	130	243	364	878	1,242	341	604	945	427	510	937	1,245	2,122	67	3,434	
1913.....	147	187	334	380	1,057	1,437	409	935	1,344	482	555	1,037	1,418	2,734	84	4,236	
1914.....	192	231	423	414	1,109	1,523	548	1,243	1,791	398	366	764	1,552	2,949	99	4,600	
1915.....	266	312	578	445	1,270	1,715	639	1,549	2,188	259	209	468	1,609	3,340	129	5,078	
1916.....	296	444	740	427	1,491	1,918	542	1,754	2,296	225	498	723	1,490	4,187	110	5,787	
1917.....	231	434	665	409	1,690	2,099	418	1,710	2,128	246	596	842	1,304	4,430	119	5,853	
1918.....	217	481	698	325	2,014	2,339	283	1,830	2,113	190	732	922	1,015	5,057	161	6,233	
1919.....	300	580	880	457	2,548	3,005	328	1,669	1,997	184	320	504	1,269	5,117	164	6,550	

M.—Male. F.—Female.

78.—Alberta Publicly Controlled Schools: Teachers in all Elementary and

Year.	First Class.			Second Class.			Third Class.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1905.....	74	76	150	127	402	529	1	8	9
1906.....	86	90	176	157	500	657	—	4	4
1907.....	101	113	214	176	654	830	—	4	4
1908.....	116	125	241	222	701	923	—	3	3
1909.....	135	150	285	273	794	1,072	—	31	58
1910.....	158	174	332	332	919	1,251	27	113	268
1911.....	200	260	460	402	1,122	1,524	113	155	368
1912.....	230	305	535	434	1,271	1,705	176	210	386
1913.....	248	304	552	397	1,407	1,804	144	249	393
1914.....	286	376	662	598	1,607	2,205	138	252	390
1915.....	418	478	905	654	1,832	2,486	191	257	448
1916.....	431	637	1,068	588	1,995	2,583	202	242	444
1917.....	386	596	982	505	2,226	2,731	105	224	329
1918.....	374	729	1,103	423	2,384	2,807	102	348	450
Aggregate.....	3,243	4,422	7,665	5,288	17,816	23,104	93	566	659
P.c. of total aggregate..	—	—	18.72	—	—	56.41	—	—	6.21

M.—Male.—F.—Female.

¹The totals of these years for all schools show a discrepancy when compared with the totals obtained by adding the of these years.

Secondary Schools by Sex and Class of Certificate, 1905-1918.

Permit.			Special.			Total.			Employed at one time.	Number or changes during year.	Year.
M.	F.	Total.	M.	F.	Total.	M.	F.	Total.			
16	25	41	-	-	-	218	511	729	628	101	1905
37	50	87	-	-	-	280	644	924	815	159	1906
41	121	162	-	2	2	318	892	1,210	943	267	1907
97	204	301	-	4	4	435	1,038	1,468	1,192	276	1908
135	265	400	-	-	-	570	1,245	1,815	1,321	494	1909
113	253	366	-	-	-	716	1,501	2,217	1,610	607	1910
89	192	281	-	-	-	867	1,784	2,651	1,902	749	1911
148	273	421	-	-	-	956	2,068	3,054	2,229	825	1912
197	351	548	-	-	-	980	2,314	3,294	2,511	787	1913
300	363	663	-	-	-	1,375	2,603	3,978	2,898	1,080	1914
117	212	329	27	27	54	1,418	2,800	4,218	3,640	578	1915
199	378	577	32	18	50	1,355	3,252	4,607	3,963	644	1916
249	666	915	25	30	55	1,267	3,866	5,133	4,265	868	1917
171	852	1,023	29	34	63	1,090	4,565	5,655	-	-	1918
1,909	4,205	6,114	-	-	228	11,845	29,079	40,954	-	-	
-	-	14,493	-	-	-	28,92	71,08	100	-	-	

eachers in the different types of schools in Tables 81-82 and 83. This is probably due to typographical errors in the report

79.—Alberta Publicly Controlled Schools: Teachers in Graded Town, Village and Consolidated Schools, by Sex and Class of Certificate, 1905-1918.

Year.	First Class.			Second Class.			Third Class.			Permit.			Special.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Grand.
1905.....	35	43	78	38	129	167	-	2	2	0	2	2	-	-	-	73	176	249
1906.....	41	54	95	27	141	168	-	-	-	1	2	3	-	-	-	69	197	266
1907.....	58	72	130	42	261	303	-	1	1	2	6	8	-	-	-	102	340	442
1908.....	64	75	139	39	269	308	-	-	-	4	5	9	-	2	2	107	351	458
1909.....	84	98	182	57	320	377	3	5	8	3	8	11	-	4	4	147	435	582
1910.....	98	119	217	68	427	495	10	21	31	2	8	10	-	-	-	178	575	753
1911.....	139	169	308	77	499	576	10	23	33	3	3	6	-	-	-	229	694	923
1912.....	146	189	335	81	583	664	9	28	37	1	12	13	-	-	-	237	812	1,049
1913.....	159	211	370	97	712	809	9	35	44	2	5	7	-	-	-	267	963	1,230
1914.....	178	227	405	122	749	871	9	27	36	-	3	3	-	-	-	309	1,066	1,315
1915.....	230	263	493	121	713	834	8	35	43	1	1	2	27	27	54	387	1,039	1,426
1916.....	265	313	578	133	749	887	9	31	40	1	6	7	32	18	50	445	1,117	1,562
1917.....	235	359	594	128	875	1,003	12	53	65	4	21	25	25	30	55	404	1,338	1,742
1918.....	244	442	686	132	960	1,092	16	77	93	6	30	36	29	34	63	427	1,543	1,970
Aggregate P.C. of aggregate	1,076	2,634	4,610	1,167	7,387	8,554	95	338	433	30	112	142	113	115	228	3,381	10,586	13,967
	-	-	33.74	-	-	61.29	-	-	3.10	-	-	1.01	-	-	1.63	24.21	75.79	100

M.—Male. F. Female.

80.—Alberta Publicly Controlled Schools: Teachers in Ungraded or Rural Schools, 1905-1918.

IN SCHOOLS OPEN THROUGHOUT THE YEAR.

Year.	First Class.			Second Class.			Third Class.			Permit.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Grand.
1905.....	34	30	64	89	250	339	-	2	2	12	19	31	135	301	436
1906.....	37	35	72	111	307	418	-	3	3	28	38	66	176	383	559
1907.....	23	29	52	63	205	268	-	1	1	10	20	30	97	254	351
1908.....	26	34	60	81	253	334	-	1	1	21	59	80	128	347	475
1909.....	17	26	43	107	275	382	12	10	22	34	73	107	170	384	554
1910.....	25	49	74	127	339	466	42	61	103	29	68	97	223	517	740
1911.....	24	53	77	165	361	526	75	85	160	14	70	84	278	569	847
1912.....	36	72	108	170	377	547	49	92	141	47	20	67	302	561	863
1913.....	49	49	98	144	404	548	65	118	183	72	161	233	330	732	1,062
1914.....	61	107	168	323	560	883	103	148	251	85	107	192	574	920	1,494
1915.....	138	180	318	384	860	1,244	130	145	275	88	113	201	740	1,198	1,938
1916.....	115	156	271	301	850	1,151	38	75	113	46	104	150	500	1,192	1,685
1917.....	116	188	304	297	1,108	1,407	70	204	274	103	347	450	586	1,851	2,435
1918.....	130	287	417	291	1,424	1,715	77	489	566	165	822	987	663	3,019	3,685
Aggregate.....	831	1,295	2,126	2,653	7,574	10,227	661	1,434	2,095	754	2,030	2,784	4,902	12,232	17,134
P.C. of total agg.....	-	-	11.82	-	-	59.70	-	-	12.23	-	-	16.25	28.61	71.39	100

IN SCHOOLS OPEN ONLY A PART OF THE YEAR.

Year.	First Class.			Second Class.			Third Class.			Permit.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Grand.
1905.....	5	3	8	10	23	33	1	4	5	4	4	8	20	34	54
1906.....	8	1	9	19	52	71	-	1	1	8	10	18	35	64	99
1907.....	20	12	32	71	196	267	-	2	2	20	96	116	111	306	417
1908.....	26	16	42	102	179	281	-	2	2	70	140	210	200	337	535
1909.....	34	26	60	109	200	309	12	16	28	98	184	282	253	426	679
1910.....	41	28	69	139	209	348	65	75	140	80	166	246	325	478	803
1911.....	37	38	75	160	262	422	91	102	193	72	119	191	360	521	881
1912.....	48	44	92	183	311	494	86	129	215	100	241	341	417	725	1,142
1913.....	40	44	84	156	291	447	64	99	163	123	185	308	383	619	1,002
1914.....	47	42	89	153	298	451	79	82	161	215	253	468	494	675	1,169
1915.....	50	44	94	149	259	408	64	61	125	88	98	186	351	462	813
1916.....	66	175	241	157	368	525	58	123	181	152	261	413	433	927	1,360
1917.....	35	49	84	80	243	323	20	91	111	142	296	438	277	679	956
Aggregate.....	457	522	979	1,488	2,891	4,279	540	787	1,327	1,183	2,055	3,236	3,668	6,253	9,921
P.C. of agg.....	-	-	9.87	-	-	44.14	-	-	13.37	-	-	32.62	36.87	63.13	100

81.—British Columbia Publicly Controlled Schools: Teachers by Sex and Class of Certificate, 1901-1919.

Year.	Certificate.					Sex. ¹		Total.	Special.
	Aca- demic.	First Class.	Second Class.	Third Class.	Tem- porary.	Male.	Female.		
1901.....	-	-	-	-	-	185	343	543	-
1902.....	-	-	-	-	-	194	355	570	-
1903.....	-	-	-	-	-	189	391	607	-
1904.....	-	-	-	-	-	182	413	624	-
1905.....	-	-	-	-	-	177	452	663	-
1906.....	-	-	-	-	-	176	477	690	-
1907.....	-	-	-	-	-	163	530	735	-
1908.....	-	-	-	-	-	181	576	806	-
1909.....	-	-	-	-	-	213	628	900	-
1910.....	201	234	323	181	98	288	749	1,037	-
1911.....	212	275	347	188	157	323	856	1,179	-
1912.....	260	269	371	218	235	351	1,002	1,353	-
1913.....	320	450	422	213	192	406	1,191	1,597	-
1914.....	347	634	480	274	124	485	1,374	1,859	-
1915.....	416	592	530	322	106	521	1,445	1,966	-
1916.....	408	529	624	370	47	523	1,541	2,064	86
1917.....	380	466	740	393	53	468	1,656	2,124	92
1918.....	372	463	796	420	80	436	1,810	2,246	115
1919.....	376	453	873	388	140	486	1,846	2,332	102

¹The discrepancy between the number of teachers by sex and the total from 1901-09 is due to the fact that the sex of the high school teachers was not given for these years, the numbers by sex are for elementary schools only.

M.—Male. B.—Female.

Experience of Teachers.

Data on the experience of teachers have hitherto been given by very few provinces. In the following tables, as in the case of many more of the tables, this survey has been compelled to resort to samples as having some value in indicating tendencies.

82.—Nova Scotia Publicly Controlled Schools: Teachers by years of Teaching Experience, 1894-1919.

Year.	Years of Teaching Experience.												Total.	Number Normal Trained.
	New teach- ers.	1 or year less.	1 and under 2.	2 and under 3.	3 and under 4.	4 and under 5.	5 and under 7.	7 and under 10.	10 and under 15.	15 and under 20.	20 and under 30.	Over 30 years.		
1894...	255	297	327	309	263	205	270	248	186	121	125	-	2,351	499
1895...	345	389	239	276	281	224	310	255	202	113	110	-	2,399	616
1896...	361	452	246	265	239	224	316	251	197	122	112	14	2,438	690
1897...	449	564	284	212	226	194	316	234	199	133	98	15	2,484	752
1898...	417	563	284	223	195	201	320	248	201	135	118	22	2,510	798
1899...	373	572	306	250	198	160	299	255	202	129	107	25	2,503	840
1900...	463	656	274	238	227	163	258	275	216	114	108	28	2,557	887
1901...	466	658	310	244	198	163	241	235	213	115	84	31	2,492	947
1902...	416	643	324	239	211	165	240	230	204	110	96	30	2,492	1,044
1903...	345	600	322	293	209	174	244	220	201	100	101	30	2,494	1,077
1904...	344	551	282	304	225	186	253	213	188	107	99	33	2,441	1,054
1905...	441	618	273	283	248	200	266	220	197	109	117	35	2,566	1,068
1906...	444	660	351	243	217	173	265	212	184	112	118	38	2,578	1,032
1907...	481	688	332	282	201	183	283	201	181	112	123	40	2,626	1,033
1908...	505	759	346	281	208	170	251	195	179	105	122	48	2,664	1,013
1909...	538	736	338	308	238	194	249	199	170	96	116	50	2,694	1,037
1910...	533	783	330	292	247	179	236	228	167	97	117	47	2,723	1,097
1911...	563	832	326	295	237	210	239	225	176	86	121	52	2,799	1,215
1912...	-	-	-	-	-	-	-	-	-	-	-	-	-	1,236
1913...	637	861	685	-	419	-	461	-	271	-	105	59	2,861	1,314
1914...	557	890	690	-	417	-	449	-	267	-	112	67	2,892	1,381
1915...	649	924	743	-	404	-	445	-	262	-	108	59	2,945	1,476
1916...	548	890	418	332	264	190	272	184	184	110	115	60	3,019	1,629
1917...	575	913	412	330	284	209	242	200	173	103	117	62	3,045	1,728
1918...	543	920	378	325	258	207	255	227	178	109	111	69	3,037	1,673
1919...	565	942	365	303	251	207	260	214	188	101	118	63	3,012	1,640

83.—New Brunswick Publicly Controlled Schools: Teachers (Second)

Year.	Male.						Female.		
	Under 1 year.	1 and under 2.	2 under 3.	3 under 5.	5 under 7.	Over 7 years.	Under 1 year.	1 under 2.	2 under 3.
1886.....	29	29	18	50	48	131	130	123	191
1887.....	23	28	32	41	60	128	55	117	122
1888.....	8	30	38	34	41	146	35	89	113
1889.....	3	12	37	50	40	100	22	80	108
1890.....	4	26	15	36	35	149	15	76	90
1891.....	4	21	24	41	34	146	48	55	77
1892.....	17	23	28	30	37	131	99	104	89
1893.....	—	—	—	—	—	—	—	—	—
1894.....	33	20	15	36	19	132	99	121	113
1895.....	22	35	18	23	32	141	112	116	109
1896.....	40	38	25	22	31	129	98	116	121
1897.....	39	31	30	43	22	125	98	97	129
1898.....	34	36	37	40	24	118	96	106	113
1899.....	31	24	29	56	36	126	103	97	107
1900.....	37	33	25	47	32	105	112	110	90
1901.....	21	33	32	37	28	115	91	127	104
1902.....	16	23	25	39	36	118	71	88	113
1903.....	36	20	21	34	32	115	113	87	93
1904.....	22	28	15	39	28	112	110	112	89
1905.....	19	23	21	28	26	108	107	112	95
1906.....	29	25	13	27	19	110	94	146	105
1907.....	19	15	20	17	19	107	118	115	134
1908.....	19	25	18	25	11	102	136	120	111
1909.....	19	17	22	23	10	101	152	150	118
1910.....	19	12	17	20	10	92	176	164	158
1911.....	33	13	17	15	9	79	163	187	145
1912.....	19	20	10	19	18	68	183	161	177
1913.....	27	19	10	15	10	59	175	177	148
1914.....	25	24	13	10	10	61	176	199	157
1915.....	22	14	16	14	8	58	187	185	181
1916.....	26	18	8	17	5	64	160	196	177
1917.....	17	21	12	13	13	51	169	168	175
1918.....	18	4	11	15	13	54	193	176	138
1919.....	19	6	5	15	6	56	178	181	174

class and above) by years of teaching experience, 1886-1919.

ale.			Total.			Number of Teachers in same district as previous year.	Number of changes within the year.	Year.
3 under 5.	5 under 7.	Over 7 years.	Male.	Female.	Total.			
88	105	187	305	824	1,129	-	-	1886.
145	89	202	312	730	1,042	1,041	506	1887.
212	90	198	297	737	1,034	1,003	527	1888.
215	141	217	242	783	1,025	954	538	1889.
211	162	232	205	786	991	1,005	505	1890.
180	160	263	270	793	1,063	976	561	1891.
150	162	231	146	835	981	1,005	578	1892.
-	-	-	-	-	-	-	-	1893.
148	147	269	255	897	1,152	1,018	631	1894.
176	122	316	271	951	1,222	1,109	605	1895.
197	147	311	285	990	1,275	1,104	612	1896.
192	130	372	290	1,018	1,308	1,101	622	1897.
201	168	378	289	1,062	1,351	1,133	643	1898.
211	144	389	302	1,051	1,353	1,155	645	1899.
194	170	403	279	1,079	1,358	1,130	634	1900.
179	186	410	266	1,208	1,363	1,121	612	1901.
187	171	447	257	1,077	1,334	1,162	569	1902.
190	162	433	258	1,078	1,336	1,182	534	1903.
171	154	428	224	1,064	1,308	1,171	543	1904.
170	141	438	225	1,063	1,288	1,150	593	1905.
166	144	450	233	1,105	1,338	1,161	590	1906.
177	132	476	197	1,152	1,349	1,155	593	1907.
174	114	529	200	1,184	1,384	1,207	561	1908.
210	125	437	196	1,241	1,437	1,249	600	1909.
191	142	430	178	1,328	1,506	1,319	538	1910.
225	157	406	169	1,319	1,488	1,327	559	1911.
231	138	445	155	1,367	1,522	1,393	546	1912.
232	140	423	145	1,350	1,495	1,384	520	1913.
212	146	408	150	1,356	1,506	1,371	553	1914.
246	149	427	139	1,448	1,587	1,383	572	1915.
274	166	463	143	1,513	1,656	1,415	586	1916.
275	179	457	133	1,484	1,617	1,439	545	1917.
276	189	474	119	1,497	1,616	1,455	537	1918.
236	174	483	108	1,481	1,589	1,436	536	1919.

84.—Quebec Schools: Qualified Lay Teachers by Years of Teaching Experience, 1915-1919.

ROMAN CATHOLIC.

Year.	Male.						Female.						Total Male and Female. ¹
	1-4 years.	5-9 years.	10-14 years.	15-19 years.	Over 20 years.	Total.	1-4 years.	5-9 years.	10-14 years.	15-19 years.	Over 20 years.	Total.	
1915.	113	83	31	37	69	333	3,432	1,331	380	258	224	5,625	5,958
1916.	146	98	38	50	66	398	3,811	1,336	420	255	209	6,031	6,429
1917.	165	107	46	36	70	424	4,019	1,348	402	250	215	6,234	6,658
1918.	200	105	56	37	61	459	4,618	1,002	322	203	208	6,353	6,812
1919.	135	121	58	35	75	424	4,245	1,332	397	234	209	6,417	6,841

PROTESTANT.

1915.	66	13	11	14	25	129	765	295	118	100	99	1,377	1,506
1916.	62	20	14	12	28	136	853	323	131	113	144	1,564	1,700
1917.	37	31	12	11	33	124	889	356	158	109	163	1,675	1,799
1918.	36	25	16	13	23	113	890	353	152	107	158	1,660	1,773
1919.	17	36	19	10	27	109	657	478	176	111	194	1,616	1,725

¹These totals do not include teachers without diplomas.

85.—Ontario Schools: Teachers in Public Elementary (not including R.C. Separate) Schools by Years of Teaching Experience, 1905-1918.

Year.	Less than 1 year.	1 and under 2.	2 and under 4.	4 and under 7.	7 and under 12.	12 and under 20.	Over 20 years.	Total.
1905.	458	1,326	2,062	1,711	1,405	1,016	701	8,679
1906.	437	1,345	2,083	1,601	1,443	1,075	769	8,753
1907.	611	1,417	2,004	1,505	1,359	1,034	899	8,859
1908.	596	1,368	2,119	1,546	1,365	1,057	969	9,020
1909.	994	849	2,290	1,501	1,392	1,129	1,030	9,185
1910.	1,153	1,119	1,815	1,602	1,404	1,175	1,101	9,369
1911.	1,271	1,043	1,741	1,689	1,359	1,153	1,093	9,349
1912.	1,156	1,205	1,724	1,831	1,326	1,159	1,119	9,520
1913.	1,400	1,255	1,685	1,930	1,366	1,199	1,159	9,994
1914.	1,396	1,365	1,850	1,995	1,385	1,218	1,193	10,402
1915.	1,309	1,291	2,045	1,790	1,486	1,265	1,275	10,461
1916.	1,510	1,256	2,000	1,763	1,585	1,214	1,312	10,640
1917.	1,416	1,359	2,052	1,871	1,671	1,291	1,514	11,174
1918.	1,726	1,231	2,067	1,982	1,626	1,285	1,502	11,419

Salaries of Teachers.

It is a question whether tabulating average salaries according to the professional certificate of the teachers has any great value. Teachers with high qualifications are better paid than those with low usually by virtue of holding better positions, not because of their certificates. Where a second class teacher holds a good position he is paid better than a first in a poor position. The tendency is, moreover, to eliminate the low class teachers wherever this is possible. A table of salaries by certificate is only useful, therefore, to indicate ranges of salaries. To give the average salaries of all classes irrespective of classes or sex is still more misleading. A province may show, for instance, an average salary of \$500, for the reason that the few in secondary positions or in good city positions receive the comparatively high salaries of \$1,500 to \$2,500 while the vast majority receive less than \$500. Again, in the province of Quebec, reference to table 71 will show that 7,270 teachers out of a total 16,213 in 1919 belonged to religious orders. These may be excellently trained and fitted for their work, but they receive no salaries. It is unfair to judge a province by the average salaries of its paid teachers when a large number of its very best teachers are receiving no salaries. It would seem that a much better idea could be conveyed of the remuneration of the teaching profession if a table such as Table 89 could be compiled for all provinces. Such a table shows to the prospective teacher the chances of receiving a certain salary.

86.—British Columbia Publicly Controlled Schools: Number of Teachers by Salaries Received, 1919.

	Under \$1,000.	Over \$1,000 and under \$1,500.	Over \$1,500 and under \$2,000.	Over \$2,000 and under \$2,500.	Over \$2,500 and under \$3,000.	Over \$3,000 and under \$3,500.	Over \$3,500 and under \$4,000.	Over \$4,000.	Total Teachers.
High Schools.....	—	42	70	54	26	3	—	1	197
Graded City Schools....	270	539	86	47	15	4	1	—	961
Rural Municipality Schools.....	314	175	31	16	2	—	—	—	538
Rural and Assisted Schools.....	408	197	7	—	—	—	—	—	612
	992	953	194	117	43	7	1	1	2,308

87.—Nova Scotia Publicly Controlled Schools: Teachers' Average Salaries, by Class of Certificate held, 1894-1919.

Year.	Academic.		Class "A" Superior Ist.		Class "B" or Ist.		Class "C" or Second.		Class "D" or Third.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1894.....	801 89	652 05	—	—	438 07	319 22	275 76	227 93	180 70	156 50
1895.....	837 99	533 66	—	—	419 27	309 90	287 71	232 21	182 30	162 94
1896.....	789 36	621 87	—	—	397 78	302 32	275 02	227 27	181 73	160 68
1897.....	836 30	651 39	—	—	405 63	303 16	284 09	228 31	183 99	162 21
1898.....	841 03	552 86	—	—	400 09	291 20	286 77	225 76	178 98	164 21
1899.....	731 13	477 28	—	—	398 80	308 01	261 15	231 25	187 75	165 91
1900.....	732 55	422 62	—	—	391 88	293 25	272 11	230 87	189 88	166 35
1901.....	763 41	432 87	—	—	384 34	293 92	257 61	233 62	192 68	165 41
1902.....	798 16	429 42	—	—	393 82	293 72	262 36	229 78	186 63	168 31
1903.....	809 04	456 77	—	—	438 36	292 81	253 08	230 28	188 44	166 81
1904.....	897 79	533 56	—	—	456 39	308 73	278 32	242 26	205 36	178 05
1905.....	867 22	520 22	—	—	468 12	312 36	281 47	240 00	199 53	185 90
1906.....	887 45	541 08	—	—	484 79	322 41	304 95	249 00	214 20	182 96
1907.....	923 97	537 07	—	—	520 36	343 54	358 23	249 90	214 20	182 96
1908.....	887 45	598 48	—	—	531 47	340 44	358 47	274 20	210 46	195 96
1909.....	1,007 22	629 70	—	—	562 45	358 42	342 15	279 09	222 15	198 85
1910.....	969 63	636 58	—	—	569 42	360 12	335 86	285 48	235 34	207 59
1911.....	1,054 25	652 35	—	—	569 42	360 12	335 86	285 48	235 34	207 59
1912.....	1,138 77	691 15	867 00	491 89	569 42	360 12	335 86	285 48	235 34	207 59
1913.....	1,139 49	730 19	918 33	501 31	610 60	373 92	335 29	298 89	249 70	222 94
1914.....	1,165 51	697 86	800 43	513 02	626 09	385 35	402 72	309 06	261 20	230 38
1915.....	1,218 08	716 13	808 78	466 75	656 70	389 60	405 55	312 44	271 65	231 82
1916.....	1,246 95	783 30	871 38	481 97	676 84	391 89	419 15	315 76	261 53	237 84
1917.....	1,319 07	898 00	853 85	547 57	718 54	400 66	445 41	317 62	260 17	238 34
1918.....	1,365 55	915 23	1,034 12	550 76	830 03	432 34	456 77	337 84	279 45	251 47
1919.....	1,437 65	985 98	1,096 17	604 67	919 49	478 84	589 29	378 76	325 88	275 57

88.—New Brunswick Publicly Controlled Schools: Average Salaries of Teachers by Class of Certificate, 1889-1919

Year.	Common Schools, Average rate per year, to male teachers.			Common Schools, Average rate per year to female teachers.			Average Supt. Tech.	Grammar School.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd class.	3rd Class.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1889.....	578 98	304 69	225 35	323 21	228 12	187 14	—	—
1890.....	520 06	312 15	231 15	338 15	229 73	192 84	—	—
1891.....	544 17	307 27	230 12	331 25	235 93	195 92	—	—
1892.....	536 75	302 94	225 34	335 81	233 54	190 79	—	—
1893.....	—	—	—	—	—	—	—	—
1894.....	521 78	299 13	225 09	315 99	232 43	184 79	—	—
1895.....	509 75	294 64	223 36	311 56	229 28	183 21	—	—
1896.....	504 59	296 09	227 77	304 31	235 45	188 97	563 84	884 61
1897.....	498 34	293 50	234 32	319 37	232 22	188 54	567 39	943 24
1898.....	463 99	278 40	224 35	309 03	229 75	187 65	608 55	—
1899.....	439 81	276 51	223 76	306 97	230 08	184 29	575 30	—
1900.....	463 33	278 30	219 62	306 81	228 32	183 81	577 80	—
1901.....	520 10	276 48	221 41	312 69	226 78	179 34	576 07	—
1902.....	510 59	286 39	220 85	315 25	232 38	180 51	569 41	—
1903.....	522 86	291 22	199 77	328 21	237 34	186 30	570 96	—
1904.....	542 67	302 42	232 17	329 13	240 75	190 71	583 53	—
1905.....	577 60	316 09	234 90	339 72	248 23	194 90	587 54	—
1906.....	609 90	319 84	238 91	356 95	255 85	198 12	611 17	—
1907.....	662 48	333 85	245 83	360 12	264 14	206 13	627 97	—
1908.....	663 22	350 70	266 90	396 88	286 53	217 65	675 04	—
1909.....	641 31	352 00	262 19	395 25	288 66	218 69	689 20	—
1910.....	663 28	355 29	260 90	399 71	290 25	227 91	692 22	—
1911.....	677 26	349 23	270 62	402 38	294 50	228 99	692 49	—
1912.....	683 54	363 40	282 60	408 79	300 26	234 16	728 46	1,099 79
1913.....	845 48	374 94	284 92	418 92	308 02	239 17	723 70	1,104 20
1914.....	883 33	403 34	296 81	464 18	318 30	248 56	759 43	1,143 20
1915.....	845 30	403 72	290 17	488 74	324 80	255 86	776 35	1,194 80
1916.....	873 64	393 77	290 97	482 06	318 60	261 72	799 03	1,242 60
1917.....	921 77	429 85	316 86	500 60	344 90	271 79	823 82	1,251 19
1918.....	1075 33	465 72	339 25	559 83	371 39	297 02	843 53	1,332 44
1919.....	1200 49	507 39	389 72	705 63	427 29	332 39	901 86	1,523 27

89.—Quebec Schools: Average Salaries of Qualified Lay Teachers in Elementary and Model Schools and Academies

Year.	Roman Catholic Schools.							
	Male Teachers.				Female Teachers.			
	In Towns.		In the Country.		In Towns.		In the Country.	
	Elemen- tary Schools.	Model and Academies.	Elemen- tary Schools.	Model and Academies.	Elemen- tary Schools.	Model and Academies.	Elemen- tary Schools.	Model and Academies.
1901.....	563	603	221	336	148	137	112	130
1902.....	400	588	213	328	153	160	110	135
1903.....	340	602	238	345	158	164	113	138
1904.....	394	603	255	363	174	206	118	139
1905.....	515	689	263	358	170	178	117	138
1906.....	800	715	262	341	170	198	119	142
1907.....	800	753	281	350	146	190	121	140
1908.....	500	792	275	380	177	197	125	141
1909.....	417	756	255	405	186	196	130	151
1910.....	500	796	264	419	197	230	133	149
1911.....	400	815	301	420	202	257	136	154
1912.....	467	781	321	449	217	265	138	159
1913.....	547	821	273	500	227	278	154	170
1914.....	602	816	405	535	253	299	167	179
1915.....	684	869	586	580	265	318	178	198
1916.....	746	877	550	580	281	330	183	210
1917.....	758	907	540	617	295	353	187	214
1918.....	856	965	513	631	313	386	194	269

¹These figures for Protestant Elementary and Model and Academies, male teachers, should probably be transposed

9.—Ontario Publicly Controlled Schools: Salaries of Teachers in Elementary and Secondary Schools, 1867-1918.

Year.	Public and Roman Catholic Separate Schools.												Secondary				
	High- est Paid.	Average.		Average Cities.		Average Towns.		Average Villages		Average all Urban.		Average ¹ Rural.		Continuation School.			
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	High- est Sal- ary.	Aver- age Prin- cipal.	Aver- age Assis- tant.	Average ² Salary.
1867.....	1,350	346	226	532	243	464	240	-	-	-	-	261	189	-	-	-	-
1872.....	1,000	360	228	628	245	507	216	-	-	-	-	305	213	-	-	-	-
1877.....	1,100	398	264	735	307	583	269	-	-	-	-	379	251	-	-	-	-
1882.....	1,100	415	269	742	331	576	273	-	-	-	-	385	248	-	-	-	-
1887.....	1,450	425	292	832	382	619	289	-	-	-	-	398	271	-	-	-	-
1892.....	1,500	421	297	894	402	648	298	-	-	-	-	383	269	-	-	-	-
1897.....	1,500	391	294	892	425	621	306	-	-	-	-	347	254	-	-	-	-
1900.....	1,500	404	298	892	455	624	309	-	-	-	-	349	255	-	-	-	-
1901.....	1,550	421	306	915	470	649	315	-	-	-	-	359	262	-	-	-	-
1902.....	1,600	436	313	935	479	667	317	-	-	-	-	372	271	-	-	-	-
1903.....	1,600	465	324	951	491	678	327	-	-	-	-	387	283	-	-	-	-
1904.....	1,600	485	335	953	498	705	341	564	305	-	-	385	294	-	-	-	-
1905.....	1,600	514	348	1,003	503	746	344	592	316	-	-	402	311	-	-	-	-
1906.....	1,700	547	369	1,039	533	761	382	619	342	-	-	425	325	-	597	425	-
1907.....	1,900	596	420	1,157	592	800	406	659	372	907	453	458	379	-	-	-	-
1908.....	2,000	624	432	1,305	623	837	423	684	383	995	516	462	382	-	758	556	-
1909.....	2,000	660	449	1,264	633	872	437	724	409	1,009	532	484	399	-	828	592	-
1910.....	2,100	711	483	1,364	659	933	472	788	451	1,089	565	508	431	-	892	637	-
1911.....	2,200	767	518	1,395	706	963	496	733	463	1,153	602	536	464	1,600	1,000	702	1,267-682
1912.....	2,200	788	543	1,320	703	977	519	779	492	1,141	618	566	493	1,600	1,041	745	1,078-719
1913.....	2,300	838	575	1,423	726	1,022	553	802	517	1,225	647	591	524	1,800	1,082	744	917-732
1914.....	2,400	875	604	1,484	772	1,033	577	840	537	1,276	686	614	543	2,000	1,099	745	958-733
1915.....	2,400	902	613	1,502	779	1,067	586	840	540	1,310	696	621	549	2,000	1,086	740	708-742
1916.....	2,400	957	626	1,535	789	1,115	603	855	549	1,334	710	654	561	2,000	1,093	757	755-758
1917.....	2,500	1,038	650	1,637	795	1,166	628	908	573	1,425	731	686	580	2,000	1,117	778	812-776
1918.....	2,800	1,226	707	1,777	915	1,261	668	959	612	1,553	822	743	609	1,800	1,171	826	909-819
1919.....	-	-	-	-	-	-	-	-	-	-	-	-	-	2,100	1,303	929	967-927

¹Incorporated villages included from 1867 to 1903 inclusive. ²In Technical High School. ³The double figures refer to sexes.

89.—Quebec Schools: Average Salaries of Qualified Lay Teachers in Elementary and Model Schools and Academies
—continued.

Protestant Schools.								Year.
Male Teachers.				Female Teachers.				
In Towns ¹ .		In the Country.		In Towns.		In the Country.		
Elementary Schools.	Model and Academies.	Elementary Schools.	Model and Academies.	Elementary Schools.	Model and Academies.	Elementary Schools.	Model and Academies.	
1,149	1,075	205	628	367	410	149	264	1901
1,202	1,137	515	601	—	—	—	—	1902
1,168	1,054	414	627	367	396	151	246	1903
1,285	1,060	550	666	369	391	153	255	1904
1,309	1,178	750	656	378	389	161	240	1905
1,414	1,152	460	714	411	394	170	258	1906
1,333	1,191	460	697	400	400	191	275	1907
1,420	1,312	350	851	408	412	196	300	1908
1,479	1,293	340	862	431	476	214	319	1909
1,506	1,554	350	933	441	465	221	334	1910
1,410	1,358	600	968	495	486	230	350	1911
1,440	1,206	700	1,013	437	738	281	381	1912
1,475	1,330	430	1,135	627	617	262	433	1913
1,598	1,615	?	1,159	669	690	278	444	1914
1,409	1,333	474	1,387	491	499	281	433	1915
1,699	1,512	335	966	749	664	285	426	1916
1,875	1,719	240	1,121	764	664	287	456	1917
1,978	1,627	470	1,077	769	678	304	467	1918

as it does not look likely that Elementary school teachers are receiving lower salaries than Model and Academy.

90.—Ontario Publicly Controlled Schools: Salaries of Teachers in Elementary and Secondary Schools, 1867-1918
—continued.

Schools.													Year.	
High Schools.				Collegiate Institutes.				Summary H. S. and Col- legiate Institutes.						
High- est Sal- ary.	Aver- age Prin- cipal.	Average ³ Assistants.	Aver- age Sal- ary.	High- est Sal- ary.	Aver- age Prin- cipal.	Average ³ Assistants.	Aver- age Sal- ary.	High- est Sal- ary.	Aver- age Prin- cipal.	Aver- age Assist- ant.	Aver- age Sal- ary.	Assistants by Sex,		
												M.	F.	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1867
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1872
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1877
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1882
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1887
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1892
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1897
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1900
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1901
1,400	1,034	675	785	2,800	1,584	1,016	1,096	2,800	1,198	857	934	-	-	1902
1,500	1,053	699	806	2,900	1,604	1,018	1,097	2,900	1,220	875	950	-	-	1903
2,400	1,088	740	840	3,000	1,606	1,022	1,096	3,000	1,246	894	967	976	692	1904
2,600	1,117	777	872	3,000	1,620	1,055	1,125	3,000	1,270	927	997	1,023	723	1905
2,500	1,155	817	910	3,500	1,655	1,108	1,176	3,500	1,303	975	1,039	1,091	762	1906
2,600	1,225	871	967	3,500	1,747	1,183	1,247	3,500	1,377	1,040	1,105	1,174	815	1907
2,700	1,283	913	1,007	3,500	1,791	1,214	1,276	3,500	1,430	1,074	1,139	1,224	841	1908
2,800	1,370	971	1,067	3,500	1,854	1,260	1,321	3,500	1,519	1,129	1,195	1,298	894	1909
3,000	1,441	1,026	1,121	3,500	1,905	1,328	1,385	3,500	1,582	1,194	1,259	1,387	951	1910
5,000	1,541	1,317- 914	1,188	3,600	1,981	1,505-1,120	1,436	5,000	1,670	1,241	1,312	1,449	996	1911
5,000	1,602	1,387- 957	1,236	3,600	2,046	1,558-1,165	1,476	5,000	1,733	1,286	1,357	1,499	1,043	1912
26,000	1,611	1,429- 966	1,252	3,700	2,155	1,646-1,227	1,555	6,000	1,771	1,338	1,409	1,579	1,074	1913
6,000	1,677	1,498- 987	1,284	3,400	2,207	1,694-1,256	1,589	6,000	1,836	1,373	1,445	1,636	1,104	1914
3,200	1,638	1,398- 977	1,233	3,500	2,239	1,708-1,260	1,586	3,500	1,813	1,359	1,430	1,634	1,109	1915
3,200	1,653	1,448- 983	1,242	3,500	2,276	1,738-1,308	1,617	3,500	1,839	1,376	1,448	1,667	1,133	1916
3,200	1,697	1,521-1,020	1,281	3,500	2,337	1,814-1,333	1,656	3,500	1,884	1,412	1,484	1,740	1,167	1917
3,400	1,753	1,643-1,077	1,335	3,700	2,454	1,955-1,410	1,760	3,700	1,954	1,496	1,565	1,882	1,231	1918
4,375	1,927	1,901-1,244	1,523	4,400	2,495	2,269-1,713	2,079	4,400	2,213	1,763	1,828	2,181	1,465	1919

M.—Male. F.—Female.

DOMINION BUREAU OF STATISTICS

91.—Manitoba Publicly Controlled Schools: Salaries of Teachers, 1883-1918.

Year.	Province.		Cities and Towns.	Rural Schools.		Year.	Province.		Cities and Towns.	Rural Schools.	
	High-est.	Aver-age.	Aver-age.	High-est.	Aver-age.		High-est.	Aver-age.	Aver-age.	High-est.	Aver-age.
1883.	—	522	670	—	457	1901.	1,800	458	576	700	435
1884.	—	—	699	—	434	1902.	1,800	475	570	800	442
1885.	—	—	554	—	425	1903.	1,800	488	598	700	451
1886.	1,500	459	—	800	—	1904.	2,400	541	630	800	466
1887.	1,500	—	—	800	—	1905.	2,400	514	667	800	460
1888.	1,500	—	—	850	—	1906.	2,400	542	663	850	492
1889.	1,500	483	602	900	464	1907.	2,400	581	701	725	515
1890.	1,500	488	741	800	453	1908.	2,400	588	668	800	521
1891.	1,600	474	661	900	427	1909.	2,700	621	737	800	552
1892.	1,600	490	701	900	461	1910.	2,700	628	749	800	544
1893.	1,800	479	643	800	456	1911.	2,800	669	776	900	587
1894.	1,800	480	632	720	410	1912.	—	—	—	—	—
1895.	1,800	428	635	720	369	1913.	3,500	783	852	900	545
1896.	1,800	435	605	750	412	1914.	3,500	722	843	1,000	594
1897.	1,800	495	534	750	484	1915.	3,500	758	885	1,000	616
1898.	1,800	434	563	700	397	1916.	3,500	768	957	1,000	619
1899.	1,800	421	588	700	374	1917.	3,500	751	913	1,000	621
1900.	1,800	449	584	700	407	1918.	3,600	794	962	1,000	678
						1919.	—	—	—	—	—

92.—Saskatchewan Publicly Controlled Elementary Schools: Teachers' Average Salaries by Class of Certificate, 1909-1919.

Year.	First Class.		Second Class.		Third Class.		Provisional.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$	\$	\$	\$	\$	\$	\$	\$
1909.	726	656	776	665	688	657	656	645
1910.	747	703	727	696	715	675	695	680
1911.	900	800	720	720	720	660	720	660
1912.	910	797	715	710	715	657	725	685
1913.	882	798	790	763	776	743	760	745
1914.	826	788	805	782	790	757	780	753
1915.	832	797	813	779	785	749	779	742
1916.	876	872	834	801	803	770	819	785
1917.	950	871	894	849	864	818	881	844
1918.	1,027	994	1,002	951	989	905	1,027	940
1919.	1,185	1,125	1,152	1,074	1,120	1,027	1,148	1,053

3.—Saskatchewan Publicly Controlled Elementary Schools: Teachers' Average Salaries, Cities, Towns and Villages, by Class of Certificate, 1909-1919.

Year.	First Class.		Second Class.		Third Class.		Provisional.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$	\$	\$	\$	\$	\$	\$	\$
1909.	1,015	715	799	565	738	613	787	638
1910.	1,052	730	835	682	761	715	792	651
1911.	1,000	400	850	800	750	700	720	660
1912.	1,052	900	853	805	750	695	750	680
1913.	1,277	938	1,110	743	880	728	787	700
1914.	1,411	918	1,037	820	897	749	828	759
1915.	1,298	873	1,015	800	849	737	825	764
1916.	1,285	872	1,025	804	829	755	1,000	793
1917.	1,353	930	1,100	844	887	784	940	785
1918.	1,493	1,003	1,221	912	1,113	879	1,080	950
1919.	1,634	1,132	1,352	1,020	1,205	962	900	980

94.—Alberta Publicly Controlled Rural Schools: Teachers' Average Salaries by Class of Certificate* 1905-1919.

Year.	First Class.		Second Class.		Third Class.		Permit.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1905.....	613 97	586 00	602 69	562 36	—	570 00	580 00	506 05
1906.....	624 32	583 42	610 50	583 92	—	586 66	592 25	577 76
1907.....	616 30	603 65	598 80	596 25	—	600 00	596 00	574 25
1908.....	666 53	640 58	621 81	612 45	—	600 00	655 23	608 00
1909.....	666 47	624 11	656 42	624 71	639 16	612 00	630 58	604 17
1910.....	690 20	666 83	681 13	661 12	668 71	647 24	631 72	625 19
1911.....	749 32	718 47	709 19	684 08	700 81	654 05	602 72	635 18
1912.....	689 17	672 83	687 73	669 23	675 40	659 29	641 75	635 97
1913.....	784 40	768 53	778 16	730 90	770 09	728 45	744 83	707 60
1914.....	795 54	752 70	765 52	743 19	734 19	741 86	746 00	708 93
1915.....	775 36	763 24	774 35	756 36	754 23	751 68	751 45	719 48
1916.....	801 65	771 40	781 64	758 27	773 81	752 55	742 77	739 36
1917.....	836 37	805 23	833 09	784 33	809 32	838 40	784 76	707 57
1918.....	929 62	875 54	908 00	860 64	907 90	853 51	853 64	850 23

95.—Alberta Publicly Controlled Schools: Teachers' Average Salaries, All Schools, by Class of Certificate, 1905-1919

Year.	First Class.		Second Class.		Third Class.		Permit.		Special.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1905.....	732 09	612 67	619 18	572 48	660 00	562 50	570 00	520 60	—	—
1906.....	789 23	609 90	638 25	585 05	—	590 00	596 83	550 50	—	—
1907.....	854 40	649 65	656 55	591 15	—	662 50	612 45	594 15	—	—
1908.....	899 82	696 00	676 64	631 00	—	620 00	635 00	625 85	—	—
1909.....	938 91	706 53	708 94	649 23	654 07	623 87	633 18	602 38	—	—
1910.....	992 31	707 84	726 15	683 35	682 92	659 98	659 72	632 02	—	—
1911.....	1,028 54	738 19	747 92	697 77	704 82	673 47	675 24	657 95	—	—
1912.....	1,013 46	739 13	776 49	697 27	676 76	669 97	663 35	635 19	—	—
1913.....	1,172 66	845 79	991 06	764 87	759 10	729 84	727 29	715 06	—	—
1914.....	1,211 59	844 23	818 83	774 65	756 66	745 61	749 23	726 42	—	—
1915.....	1,120 00	826 62	800 35	776 93	757 03	753 49	748 86	716 54	1,606 55	1,032 21
1916.....	780 70	725 35	785 17	753 25	760 45	765 39	771 40	717 60	—	—
1917.....	1,234 81	896 74	885 72	814 49	831 59	801 12	805 59	771 22	1,750 40	1,144 16
1918.....	1,235 89	939 71	984 18	879 79	929 40	868 90	858 43	848 12	1,755 80	1,152 76

96.—British Columbia Publicly Controlled Schools: Average Salaries of Teachers by Class of Certificate, 1917-1919

Certificate.	1917.		1918.		1919.	
	Male.	Female.	Male.	Female.	Male.	Female.
	\$	\$	\$	\$	\$	\$
Academic.....	1,588	1,076	1,736	1,151	1,974	1,314
First Class.....	1,454	937	1,551	1,027	1,701	1,095
Second Class.....	1,176	857	1,291	902	1,363	1,001
Third Class.....	957	828	941	860	1,052	919

PART V.—ADOLESCENT EDUCATION.

Secondary Institutions.

The number of pupils receiving secondary education in publicly controlled schools has already been given by the number of pupils in secondary grades in the different provinces. It should be made clear, however, that a large proportion of these receive their education in schools which are not secondary; some in rural schools, other, especially in the Prairie Provinces, in what may be termed intermediate schools, that is, graded schools in villages and small towns where one or more secondary grades are taught in addition to the elementary grades. In all the provinces except Prince Edward Island and Quebec there are secondary schools or high schools where nothing else but secondary work is done. In Prince Edward Island the only purely secondary institution is Prince of Wales College. This college admits students on examination equivalent to that for grade IX (or somewhat higher) of the other provinces and carries them up to a standing somewhat higher than grade XII. This college is also the provincial normal school. Students who look forward to teaching must make at least 50 per cent in arithmetic and English at the entrance examinations. Students holding High Honour Diplomas from this college are admitted into the Third Year in Arts by Dalhousie, Acadia, Mt. Allison and King's universities; those holding honour diplomas (65 per cent average) to the second year; those holding second year certificates, to the first year. This shows that the second year is considered equivalent to grade XI with the necessary ancient and modern languages. Second year students who make an average of 65 per cent (with no subject below 45 per cent) on the work of the year are granted First Class teachers' licenses providing they have taken the normal training; under like conditions first year students are granted a Second Class license. In 1919 the enrolment of this college was 96 males and 182 females or a total of 278, with about 190 in the first year, 70 in the second year and 20 in the third year. The teaching staff consisted of six male and two female teachers, each holding a university degree. Attached to the college is a model school supported by the city of Charlottetown with a staff in 1919 of six female teachers and an enrolment of 159 children. The model school is, as its name implies, for practice teaching by student teachers.

It will be seen from the above that at least one year of secondary work (grade IX) is done before admission to Prince of Wales College. As a matter of fact the city or town graded schools in Charlottetown, Summerside, and Montague have ten grades. Charlottetown, Summerside, and Montague have schools with one or two rooms doing work of exclusively secondary grade. These are secondary class rooms proper. They are under the same principal as the lower grades, the principal and one of his assistants teaching the secondary grades. In 1920 there were 109 students in grade IX and 56 in grade X in these secondary rooms. The first class schools throughout the province also are required to teach secondary work.

In Nova Scotia there are two types of purely secondary institutions (1) the County Academy and (2) the "Pure High" school. The county academies in 1919 had an enrolment of 2,017, an average attendance of 1,505, or a percentage of attendance of 74.6. Of this enrolment 606 were under 15 years of age, and 1,411 over 15 years; 838 were boys and 1,179 were girls; 699 were in grade IX, 596 in grade X, 501 in grade XI and 221 in grade XII. The staff in these 18 academies in 1919 was 62, nearly all of whom were university graduates, two holding the degree Ph.D. and one LL.D. In addition to these academies there are pure high schools situated wherever the community can afford them, but usually in the larger towns which are not the county towns. In 1919 there were in all 69 classrooms in Nova Scotia devoted exclusively to secondary work. In addition to these, secondary work was taken up in 1,370 common school

classrooms; of these 1,067 were one-room schools of which 600 took the work up to grade IX, 387 to grade X and 80 to grade XI; 206 were two teacher school rooms, 70 of which extended the work to grade IX, 73 to X, 62 to XI and 1 to XII and 97 were three or more teacher schools, 27 extending the work to IX, 26 to X, 41 to XI, and 3 to XII. It is unfortunate that the number of pupils doing this secondary work in common schools is not given, as thus it would be also possible to ascertain the total number doing secondary work in pure high schools. Only this much can be ascertained: in 1919, 9,138 pupils were in secondary grade; of these 2,017 were taught in county academies and the remaining 7,121 either in high schools or in common schools.

In New Brunswick, the purely secondary institutions are the grammar school, corresponding to the county academies in Nova Scotia in that they are situated in the county town and supported by the county. During the half year ending December 31, 1918, there were 15 of these schools with 43 departments and 45 teachers and 1,308 pupils doing work of secondary grade—700 in grade IX, 338 in X, 256 in XI, and 14 in XII. In the second half year ending June 30, 1919, there were 43 departments, 47 teachers and 1,213 pupils. This means that out of the 2,025 pupils in secondary grades in the second term ending June 30, 1919, 1,213 took up the work in grammar schools and 812 in either the superior schools or the ordinary graded or ungraded schools, but most of them in the Superior schools.

In Quebec the Roman Catholic classical colleges do purely secondary work as well as university work. Statistics of these colleges are found in table 101, page 91. The remainder of the secondary work in Catholic schools is done in the academies. The Protestant secondary work is done in model schools and academies and also in high schools and special schools. In 1918 the number of teachers in these high schools was 134, the number of pupils 2,642, of whom 1,996 were under 16 years and 646 over 16 years; 2,531 Protestants and 111 Catholics; 1,079 were in the model course (grades VIII-X) and 902 in the academy (grade XI) the remaining 661 being in lower grades. The Protestant academies in 1918 had 128 teachers and 7,946 pupils of whom 7,344 were under 16 years and 602 over 16 years; 1,802 were in the Model course and 813 in the academy course, the remaining 1,802 being in the elementary course. This makes in all the Protestant high schools and academies, 2,886 in grades VIII-X and 1,715 in grade XI, or a total of 4,601 taking work from the eighth to the eleventh year. It is impossible to state exactly the number of pupils doing secondary work in the Catholic academies.

In Ontario, the secondary work is done in continuation schools, high schools and collegiate institutes. Historical statistics of these are given in tables 98 and 99. The remaining pupils doing Fifth Book (grades IX and X) work are in the elementary schools as in the other provinces.

In Manitoba, of the 6,803 in grades IX-XII in 1919, 1,102 took up the work in high schools, 427 in collegiate departments and 3,449 in collegiate institutes, the remaining 1,825 taking it up in the intermediate schools, or the rural schools. There were in 1919, 24 of these high schools, 6 collegiate departments, 9 collegiate institutes. There were 72 intermediate schools with 319 teachers and 1,362 pupils doing secondary work.

In Saskatchewan, the secondary schools are sharply divided as in Ontario. Statistics of the high schools and collegiate institutes are given in table 104. Of the 9,000 pupils in grades IX-XII in 1919, 4,751 took up the work in these secondary schools. Of these, 1,222 boys and 1,783 girls, or 3,005 in all, were in grades IX and X; 473 boys and 534 girls, or 1,207, were in grade XI, and 215 boys and 324 girls, or 539 in all, were in grade XII. Of the remaining 4,249, 3,525 took up the work in village, town and city graded or intermediate schools, 2,646 being in grades IX and X, 771 in grade XI and 108 in grade XII. The remaining 724 took up the work in rural schools, 683 being in grades IX and X, 39 in grade XI and 2 in grade XII.

In Alberta, although there were 7,932 pupils in grades IX-XII in 1919 and 6,948 in 1918, it is impossible to give the number taking this work in high schools. Of the 6,948 in 1918, 6,541 took up the work in high schools and intermediate graded schools, 2,717 being in grade IX, 1,844 in X, 1,273 in XI, and 707 in XII; 407 took up the work in ungraded schools of whom 324 were in IX, 68 in X, 13 in XI, and 2 in XII.

In British Columbia all but 252 of the pupils doing high school work in 1919 took up the work in the high schools. Statistics of these high schools are given on table 101, page 91.

97.—Roman Catholic Classical Colleges: Professors and Pupils Enrolled, 1901-1919.

Year.	Number of			Average Attend- ance.	Year.	Number of			Average attend- ance.
	Col- leges.	Profes- sors.	Pupils enrolled.			Col- leges.	Profes- sors.	Pupils enrolled.	
1901.....	19	549	5,915	5,468	1911.....	19	642	7,140	6,521
1902.....	19	562	6,096	5,698	1912.....	21	662	7,818	7,280
1903.....	19	559	6,174	5,694	1913.....	21	687	8,189	7,677
1904.....	19	590	6,265	5,758	1914.....	21	726	8,444	7,841
1905.....	19	621	6,269	5,772	1915.....	21	754	8,251	7,664
1906.....	19	621	6,318	5,895	1916.....	21	704	7,696	6,602
1907.....	19	624	6,268	5,796	1917.....	21	747	8,128	6,790
1908.....	19	624	6,274	5,709	1918.....	21	747	7,622	6,956
1909.....	18	609	6,397	5,872	1919.....	21	744	7,711	6,338
1910.....	19	642	6,599	6,053					

98.—Ontario Schools: Number of Teachers and Pupils in Collegiate Institutes and High Schools, 1901-1918.

Year.	Schools.	Teachers.	Pupils Enrolled.			Average attend- ance.	Per cent.
			Boys.	Girls.	Total.		
1901.....	131	579	10,869	11,654	22,523	13,224	58-71
1902.....	134	593	11,629	12,843	24,472	14,430	58-97
1903.....	135	619	11,988	13,734	25,722	15,317	59-55
1904.....	138	661	12,718	14,991	27,709	16,730	60-38
1905.....	140	689	13,035	15,626	28,661	17,567	61-29
1906.....	142	719	13,336	16,056	29,392	18,078	61-50
1907.....	143	750	13,799	16,532	30,331	18,485	60-94
1908.....	145	795	14,731	17,181	31,912	19,862	62-23
1909.....	145	820	15,776	17,325	33,101	20,791	62-81
1910.....	145	853	15,196	17,416	32,612	20,389	62-52
1911.....	148	898	14,679	17,548	32,227	20,177	62-60
1912.....	148	917	14,846	17,427	32,273	20,268	62-80
1913.....	161	970	15,489	18,257	33,746	21,448	63-55
1914.....	160	1,023	17,001	19,465	36,466	23,360	64-06
1915.....	160	1,020	17,705	20,721	38,426	24,825	64-60
1916-17.....	161	1,038	12,339	16,494	28,833	22,781	79-01
1917-18.....	162	1,051	12,353	16,744	29,097	22,740	78-15
1918-19.....	164	1,088	13,228	17,504	30,732	24,500	79-72

99.—Ontario Schools: Number of Teachers and Pupils in Continuation Schools, 1911-1919.

NOTE.—Previously to 1911 the statistics of these Secondary Schools are included with the Elementary Schools.

Year.	Schools.	Teachers.	Pupils Enrolled.			Average attend- ance.	Per cent.
			Boys.	Girls.	Total.		
1911.....	129	218	2,394	3,359	5,753	3,487	60-61
1912.....	138	226	2,499	3,595	6,094	3,777	61-97
1913.....	125	218	2,229	3,315	5,544	3,386	61-07
1914.....	131	237	2,474	3,695	6,069	3,812	62-81
1915.....	132	238	2,803	3,997	6,800	4,274	62-85
1916-17.....	132	234	1,979	3,103	5,082	3,729	73-37
1917-18.....	137	241	1,989	3,115	5,104	3,734	73-15
1918-19.....	136	234	1,867	3,139	5,006	3,773	75-36

100.—Saskatchewan Schools: Number of Teachers and Pupils in Collegiate Institutes and High Schools, 1908-1919

Year.	Schools.	Teachers.	Pupils.					Total.
			Boys.	Girls.	1st and 2nd years.	3rd year.	4th year.	
1908.	8	23	335	399	487	183	64	734
1909.	13	41	504	643	694	338	115	1,147
1910.	13	54	623	805	884	355	189	1,428
1911.	13	56	766	927	1,003	486	204	1,693
1912.	15	67	885	1,129	1,237	550	227	2,014
1913.	16	84	1,028	1,326	1,446	658	250	2,354
1914.	18	99	1,304	1,622	1,814	763	349	2,926
1915.	21	129	1,545	2,038	2,429	863	291	3,583
1916.	21	138	1,566	2,283	2,398	1,090	361	3,849
1917.	22	119	1,445	2,441	2,507	974	405	3,886
1918.	22	161	1,533	2,561	2,533	1,065	496	4,094
1919.	24	164	1,910	2,841	3,005	1,207	539	4,751

101.—British Columbia Schools: Number of Teachers and Pupils in High Schools in British Columbia, 1901-1919

Year.	Schools.	Teachers.	Pupils Enrolled.			Average attendance.	Per cent.
			Boys.	Girls.	Total.		
1901.	5	15	215	369	584	373	63.87
1902.	7	21	313	471	784	564	71.94
1903.	8	27	316	540	856	627	73.25
1904.	10	29	381	600	981	685	69.83
1905.	12	34	433	657	1,090	834	76.51
1906.	13	37	473	763	1,236	923	74.68
1907.	15	42	432	823	1,355	976	72.03
1908.	16	49	613	857	1,470	1,124	76.46
1909.	18	59	812	997	1,809	1,441	79.66
1910.	21	66	919	1,122	2,041	1,549	75.89
1911.	23	71	940	1,048	1,988	1,533	77.11
1912.	24	77	973	1,178	2,151	1,645	76.48
1913.	30	96	1,232	1,448	2,680	2,109	78.69
1914.	34	110	1,414	1,593	3,007	2,535	84.30
1915.	37	132	1,844	2,068	3,912	3,332	85.17
1916.	40	162	2,260	2,510	4,770	3,816	80.00
1917.	41	169	2,074	2,767	4,841	3,999	82.61
1918.	43	184	2,151	2,990	5,150	4,201	81.57
1919.	45	197	2,392	3,414	5,806	4,670	80.44

102.—Publicly Controlled Secondary Schools: Number of Pupils taking Certain Subjects in Five Provinces, 1919.

Subjects.	Nova Scotia.	New Bruns.	Ontario.	Sask.	British Colum.	Subjects.	Nova Scotia.	New Bruns.	Ont.	Sask.	British Colum.
History.	4,040	1,977	532	—	1,053	Book keeping.	87	759	5,661	—	866
Geography.	4,911	1,977	25,723	—	1,250	Stenography.	48	—	3,825	—	866
Reading.	—	—	22,613	—	5,806	Typewriting.	—	—	3,010	—	870
Arithmetic and Mensuration.	7,439	1,580	25,115	—	3,409	Business Law, etc.	—	—	—	—	491
Algebra.	8,589	2,008	33,798	—	5,251	Art.	4,326	628	18,465	—	2,474
Geometry.	4,046	1,901	19,668	—	4,726	Physical Culture.	2,759	—	35,154	—	—
Trigonometry.	194	32	1,136	—	96	Commercial.	—	—	3,779	—	—
French.	4,814	1,790	28,006	3,503	4,605	Agriculture.	2,688	—	1,311	1,888	219
Spanish.	—	—	25	—	—	Manual Training.	—	—	3,253	566	1,115
German.	120	—	1,686	34	8	Household Science.	354	—	3,131	797	1,290
Latin.	3,182	1,442	26,772	3,203	3,991	Art (Model School).	—	—	617	—	—
Greek.	52	86	4,123	3	22	Wood and Metal work.	294	—	—	233	—
Zoology.	—	—	19,318	—	1,400	Elementary Science.	—	—	—	2,744	—
Botany.	3,254	1,988	19,389	—	—	Music.	807	—	—	1,451	—
Biology.	—	—	—	155	—	Military Drill.	729	—	—	—	—
Chemistry.	897	799	17,258	1,362	3,078	Physiology.	—	661	—	—	—
Physics.	3,907	936	29,000	1,820	2,521	Practical Mathematics.	1,189	—	—	—	—
Mineralogy.	—	—	432	—	—						
Total number of pupils sampled	9,110	2,025	35,738	4,751	5,806		9,110	2,025	35,738	4,751	5,806

Consolidation.

Consolidation, or the amalgamation of two or more rural school districts with one another or with a village or town district, has been adopted as a system by many of the provinces, but hitherto statistics of consolidation have been meagre. This is unfortunate, for the success of the movement towards consolidation is watched with keen interest by students of education, and provinces which have not tried the system are anxious to see its success in those that have already adopted it before trying the experiment themselves. There is no question that in theory at least the system is a desirable one. The one-room miscellaneous rural school has defects which are manifest to the most casual observer. The greatest of these is, perhaps, the fact that while it requires greater ability and experience on the part of a teacher to handle several different classes at the same time than it does to handle one as in a graded school, the more experienced teachers drift into the graded schools where the salaries are better, so that the rural districts are able to hold only the lowest grade and the most inexperienced, and not even these for more, often for less, than a year at a time. Another disadvantage attached to the miscellaneous school is the fact that only the bare academic subjects can be taken up while graded schools have the incalculable advantages of accommodation and staff to take up such subjects as manual training, agriculture, domestic science, etc. This feature is particularly unfortunate in view of the fact that opportunities for observation and indeed for the practical application of most of these subjects are greater in the country than in the towns.

Another advantage is the fact that the miscellaneous school offers poor prospects to the boy or girl desiring to pursue studies into high school work. True, if the rural one-room school happens to have a good teacher, the one or two high school pupils have the advantage of that teacher's special attention and often of a great deal of help out of school hours; while the fact that such pupils are thrown so much upon their own resources helps them to better habits of study than those of the more or less parasitical pupil in a regular high school. There is a lack, however, that no teacher however good can supply in the one-room school and that is the absence of laboratories and other opportunities for training in practical work at the very best period of the pupil's life for acquiring habits of deftness and skill which are perhaps more important than the acquisition of facts.

Against these and other disadvantages (among which may be mentioned deprivation of the superior social attractiveness of the graded school) the one great advantage of the ungraded school lies in the fact that a pupil is not tied down to the pace of a large class. The bright pupil can complete two or more grades in a year and many valuable years are thus saved for higher work. There is no doubt that this is a great advantage, but there is no reason why provision should not be made for such bright pupils in graded schools.

Consolidation seems to offer a solution to these disadvantages. The conveyancing of children in warm vans seems to obviate the necessity for that greatest of all evils—irregular attendance in the winter. The opportunity a good consolidated school offers to the prospective farmer because of the special attention that may be given to agriculture, manual training and domestic science will, no doubt, prove to be an inducement to the country pupil to remain longer at school; the social opportunities offered by the consolidated school will contribute towards the same end.

The practical difficulties in the way of consolidation are connected with the greater expenditure of conveyancing and of the system in general. The fact, however, that some provinces which have tried out the system are satisfied with the results and are not even sure that it is more expensive than the old system should point to the possibility that the criticism of consolidation on the score of the financial burden it entails, may be due to the theoretic conservative

objections to any innovation rather than to the fact that the superior cost of consolidation has been weighed from every point of view.

It is rather remarkable that so many provinces which are trying out the system are giving no statistics on consolidation. An attempt is made here to bring together such facts as are available for the different provinces.

PRINCE EDWARD ISLAND.—No provision for consolidation is found on the statutes. The necessity for consolidation here is not so marked perhaps as in larger provinces. The island is covered with small villages in each of which is found an advanced graded school with two or more rooms. In the whole island with an area of 2,184 square miles at the present time there are 476 schools with 593 departments, of which 406 are ungraded and 60 with 187 departments are graded. This is one school to every 4.6 square miles and one graded school with an average of over three rooms each to every 36.4 square miles. Now an area of 36.4 square miles is only one township in the Prairie Provinces, an area not at all too great for a consolidated school district; that is, it would not be impossible to convey everyone of the school children in Prince Edward Island to an existing graded school. At the same time it is evident that consolidation is more easily practicable for Prince Edward Island than any other province, since without the expense of forming new consolidated districts the existing graded schools could be equipped and enlarged to accommodate all the pupils of the island who would have in very few cases to be conveyed a longer distance than three or four miles.

NOVA SCOTIA.—Chapter 24 of 1910 of Nova Scotia authorized the Council of Public Instruction to expend not exceeding \$36,000 "for the purpose of assisting in consolidating school sections and the schools therein and in arranging for the conveyance of pupils". What use has been made of this privilege is not ascertained from the reports. It may be interesting to compare the average school accommodation in respect to the area of the province with that of Prince Edward Island. Nova Scotia with an area of 21,428 has 1,917 school sections and 237 graded school sections with 1,433 classrooms. This gives a school (building) to every 11.9 square miles and a graded school with an average of 6.05 rooms to every 90.4 square miles. Clearly consolidation is more necessary here than in Prince Edward Island.

NEW BRUNSWICK.—The statutes of New Brunswick (Sec. 124, Chap. 50, Ed. VIII) provide for an additional grant up to \$1,000 a year (not to exceed \$7,000 a year for the whole province) to three or more contiguous districts amalgamating and providing for school gardens and manual training and conveying children. For each district entering such union there shall be granted \$100 and in addition a sum of \$2 per pupil estimated on the average attendance of pupils during the term ending December 31, no school to receive more than \$1,000 in one year in addition to the ordinary grants.

In the Provincial Report of 1919 there are reports from five consolidated schools with a staff of 24 teachers. Unfortunately these reports do not mention the number enrolled, but from what can be gathered from the Annual Report of 1917 there were in that year enrolled about 1,000 pupils. High school work and manual training, etc., were given prominence in all the reports. New Brunswick with an area of 27,985 square miles has 1,483 schools (districts) with 130 graded school districts. This gives a school to every 18.8 square miles and a graded school with an average of about five rooms to every 215.3 square miles.

QUEBEC.—~~No consolidation~~ With an area of 706,834 square miles Quebec has 7,255 ordinary schools, or 7,450 teaching institutions in all. This gives a school to 97.4 square miles.

About a dozen consolidated schools are in existence. The Government gives special grants towards the cost of conveyance of pupils.

ONTARIO.—As in many other educational matters in Ontario, activity in promoting consolidation is left to the township council. Section 16, chapter 89, of the Public Schools Act of 9 Edward VII, reads: "In case the ratepayers in each of two or more rural school sections . . . pass a resolution to unite for the purpose of carrying on a consolidated school, the council of the township may pass a by-law to consolidate the sections for that purpose." The consolidation movement in Ontario is as yet at its initial stages. In the one case (the Hudson Consolidated School in Temiskaming) where it has been well tested, it has given satisfaction. Consolidation is being adopted in seven other places, but statistics are not so far available. The arguments in favour of consolidation advanced by Hon. R. H. Grant, Minister of Education, in his report for 1919 are so excellent and so illustrative of what may be true in other provinces that extracts from it are here quoted:—

"One of the causes which will hasten consolidation is the displacement of the rural population. In 1918, Ontario, out of a total of 5,757 rural schools, had 5 schools with an average attendance of 1 pupil, 12 with 2 pupils, 33 with 3 pupils, 46 with 4 pupils, 79 with 5 pupils, 524 with from 6 to 9 pupils, and 1,400 had 10 or less. . . It has been found in the United States that only half as many complete the elementary grades under the district school system as under the consolidated system. . . The school life of the pupils in consolidated schools is longer. A comparison has been made of 376 district school children with 451 consolidated school children. The average age for beginning with the first group was 6.6 years and entrance was reached at 15. In the consolidated school group they began at 7.2 years and took entrance at 14.1 years. This is a clear gain of $1\frac{1}{2}$ years. Consolidation has also improved the enrolment and average attendance. In Wellwood, Manitoba, before consolidation, there were enrolled 94 pupils with an average daily attendance of 55. In the first year after the same area had been consolidated, 110 pupils were enrolled and the average daily attendance was 85. This increase in enrolment is usually among the older boys and girls who would otherwise cease to attend school."

MANITOBA.—By 3-4 Edward 7, chapter 47, section 6; 3 George 5, chapter 53, section 8; and 5 George 5, chapter 57, section 11, provisions are made in Manitoba for consolidation of school districts and conveyancing of children who live more than one mile from such schools. With the exception of British Columbia, Manitoba easily leads the movement towards consolidation. The machinery set up for promoting the movement is such that in no case is there a hindrance save in the will of the ratepayers. In a Union School district, the different schools may be consolidated by the trustee board without the delay of applying for permission to the province. Generous grants are given for conveyancing by means of heated vans, but to encourage the movement still more, it is provided that where the parents prefer to convey their children, they shall be paid what it would cost if they were conveyed in vans. The grants allowed by the Department of Education to consolidated schools are:—

- (1) The sum of the several grants which would have been payable to the respective districts merged.
- (2) A sum up to \$500 in addition to all other grants, towards defraying the initial expenses connected with such merger.
- (3) A further sum, not exceeding 50 per cent of the cost of transportation towards defraying the same.
- (4) The board of trustees of any school district shall have power, with approval of the department, to expend money on any road to enable children to attend school.
- (5) If a board of one district (with the approval of the Minister) arranges with that of another to accommodate the children for the first district, the grant will be the same as if a teacher had been employed by such district.

In 1918 there were 83 consolidated schools in operation in the province with 11,514 pupils. The average attendance for the year was 71.4 per cent. The total enrolment in the province in the same year was 109,923, with an average attendance of 64.93 per cent. The report of 1919 stated that more than 100 of these schools had then been organized. These included 9 consolidations approved in 1918 and 9 in 1919, making a total of 101 by the year 1919. When it is remembered that of the 109,923 pupils enrolled in the province in that year, 30,225 were from Winnipeg alone, to say nothing of those from the cities of Brandon, and St. Boniface, Portage la Prairie, Virden, etc., it will be seen that at least one-sixth of the rural school enrolment in 1918 were in consolidated schools. The growth of the movement may be seen from the fact that there were 2 schools in 1906, 26 organized by 1911, and 101 by 1919. This averages over 9 schools a year since 1911, or almost 8 a year since 1906.

Saskatchewan.—What is commonly known as a consolidated school district in Saskatchewan is a large district of at least 36 square miles, where the trustees are required by law to provide for the expense of the conveyance of children of ratepayers residing more than one and one-half miles from the school. A special grant is paid equivalent to one-third of the actual cost of conveyance. To quote further from the Annual Report of 1919:—"Most officials are convinced of the advantages of consolidation and it is worthy of note that the average attendance of all these large districts was about 90 per cent (as compared with 60.35 per cent for all the public and separate schools). The greatest expenditure was made by a school district which has an area of 56 (square) miles and an enrolment of 284 pupils. The cost of conveyance was \$7,730.75, while the teachers were paid \$5,850. The total grants received during the year were \$3,141.22. The total number of large (consolidated) districts in existence on December 31, 1919, was 28". The oldest of these was erected in May, 1913; 6 were erected and 1 disorganized in 1919; 4 in each of the years 1916-1918; 1 in each of 1914 and 1915, and 8 in 1913. The area of each ranges from 39½ to 76½ square miles, aggregating 1,398¾ square miles for the 28 districts. The total cost of operating conveyance was \$90,931, while teachers' salaries aggregated \$64,260. The total expenditure was \$234,913. The average daily wage of the average van driver ranged from \$2.66 to \$6.10. The initial cost of the vans aggregated \$42,155. The Government grants for conveyance was \$28,335, while the total Government grants for consolidated schools were \$42,094. The attendance in 1919 was not given, but in 1918 the average attendance was 1,104, which would make about 1,200 of an enrolment.

Alberta.—According to chapter 29 of the Ordinances of 1901 (amended up to 1919), two or more school districts of any kind either with or without parts of other districts, or parts of any two or more districts, etc., or unorganized territory alone of not less than 30 and not more than 80 square miles, may consolidate. Its debts and liabilities shall continue to be a charge to each individual district as if consolidation had not taken place, unless the consolidated board with consent of the minister take these over. The trustees of the individual districts shall cease to hold office upon consolidation and a consolidated board of one trustee for each district consolidated shall be constituted. The Minister may erect a consolidated school by order without vote or resolution. The board shall supply and operate vans for the conveyance of all resident pupils outside of one and one-half miles from the school; it is not required to provide conveyance for isolated families, but may make arrangement with the parents or guardians for the conveyance of such, provided they are more than two miles distant from the school or more than one mile from the nearest regular conveyance route and shall pay therefor a sum up to 25 cents (but not more than \$1 a day per family) a mile per family per day to the nearest route.

By chapter 15 of 1913, the grants to consolidated districts are:—

- (1) The total amount each district unit in the consolidation would have earned if operating separately.
- (2) Any consolidated district having in its senior room at least 6 pupils above grade VIII and not maintaining a room exclusively for such grades. A grant of \$3 for each day kept open (provided non-residents are not charged fees).
- (3) The sum of \$1.50 a day for each van.
- (4) The special sum of \$1 for each approved motor conveyance supply.
- (5) To each school having its senior room equipped for community uses, a grant of 50 per cent of the cost of the equipment up to \$250.
- (6) A varying amount to such schools as have arranged for the conveyance of isolated families.

Alberta is proving a good second to Manitoba in the consolidation movement. The figures since 1914 are as follows:—

Year.	Number of consolida- tions.	Number of district units in these consolida- tions.	Enrolment.
1914.....	2	8	-
1915.....	12	38	563
1916.....	28	89	1,401
1917.....	42	136	2,383
1918.....	54	182	-
1919.....	63	209	-

NOTE.—The number of teachers in 1915 was 18, in 1918, 208 and in 1919, 206.

In his report for 1918, the deputy minister refers to consolidated schools as follows: "The consolidated school has proven to be a marked improvement on the one-roomed rural school, as it provides graded departments and thus doubles the time which the teacher has for class work and the supervision of the student. It has increased the regularity of attendance and the punctuality of the pupils and ensured more continuous progress in each subject of the curriculum. The position of the teacher in these schools is much more attractive than in the one-roomed school and for this reason trustees have been successful in securing a good type of teacher and retaining his services for a number of years. The work of the higher grades is being taught in these schools and the newer subjects of the curriculum, such as manual training, domestic science, school gardening, music and art are receiving attention. The pupils can be given at least two years in advanced work which is not provided in the rural schools as at present organized. The consolidated school is a success in those localities which are well adapted for the transportation of pupils. The cost of tuition is much less than in the rural schools, as two or three teachers can take charge of the children from four or five schools where the attendance was small. The teachers are in general more experienced and better qualified, and the parents in all cases are beginning to realize that this is a decided advantage for the children." To this testimony of the deputy minister the supervisor of Consolidated Schools has added the following interesting facts:—

- (1) The consolidations hitherto erected are divided into two distinct types:
 - (1) the majority at present providing a graded school offering from two to four years of high school in addition to elementary school work, and (2) represents those cases in which two or three sparsely settled districts are operating jointly a one-room school.

- (2) Amongst the advantages gained from consolidation are: Graded schools with from two to seven departments are operating under experienced teachers. Opportunity for obtaining two to four years of high school work. The possibility of operating a yearly school where otherwise the summer school would persist; therefore, the children can attend for a longer period each year. The percentage of attendance is higher. The longer period of preparation and the better average attendance have led to more rapid advancement. Such necessities as hot lunches, etc., encourage attention to domestic science, etc.
- (3) In organizing consolidations, there has been a tendency to include too great an area, with the result that the outlying portions are too distant from the consolidation centre. This unduly increases the cost of conveyance and is unsatisfactory to those residing too far from the school. The area of a consolidated school should not exceed the area of four average rural districts, unless conditions are exceptional.
- (4) The consolidated schools have been made the centre for many community activities (library, etc.). These activities are encouraged by the Department of Education.
- (5) As consolidation is new in Alberta, many errors have been made which experience will obviate in the future.

It is to be remembered that the statements of these two officials are not generalizations from theory, but based upon the results of actual experiment.

British Columbia.—British Columbia has carried centralization and what is virtually consolidation to a greater degree of perfection than any other province. The rural municipality schools are nearly all graded, as are also a large number of the rural and assisted schools. Provision is made for any existing rural school to unite with an existing consolidation (not so called) or with other rural ungraded schools. To every board of trustees providing conveyance the Government grants a sum not exceeding one-half of the total cost of such conveyance. As in Manitoba, the merging of two or more schools in a rural municipality is left to the board of trustees of such municipality, apparently without formality. In 1919 the rural municipality schools numbered 193 with 522 divisions (departments or class rooms); of these 91 were ungraded and 101 with 441 departments were graded. The number of pupils in the graded schools was 15,697 and in the ungraded 2,172. The rural and assisted schools had 168 graded departments with 2,605 pupils and 473 ungraded with 8,195 pupils; there were 1,677 graded departments with 61,639 pupils in the whole province.

Technical Education.

Activities in technical education in the different provinces are fast increasing. Dominion aid for technical education was extended to the provinces by the Technical Education Act of 1919, of which the following is a summary:—

Technical Education.—Chapter 73 provides for aid to the provinces in promoting and assisting technical education in Canada, by annual grants beginning at \$700,000 and aggregating \$10,000,000 within a period of ten years. Out of the annual grant each province is to receive \$10,000, while the balance is to be divided among the provinces in proportion to their population as shown at the last decennial census. The grants to any province in any year are not to exceed an amount equivalent to that which the Provincial Government shall expend on technical education within such year, and the Dominion Minister of Labour is entitled to an accounting for the federal moneys expended and to a report setting forth the work done in the province in promoting technical education.

By technical education is usually meant training leading directly to a vocation and including such courses as agricultural, mechanical, commercial, etc. The collegiate institutes in the Prairie Provinces are called also technical institutes because they offer commercial courses, manual training, domestic science, etc. in addition to their academic courses, and because they hold night classes in vocational courses. In giving statistics of technical education it is not possible at this date to state whether the enrolment of students include boys and girls who are already enrolled in the ordinary day schools and reported as such, or whether these technical pupils may be added on to the totals given for ordinary day schools. Table 103 below gives the statistics of technical education by provinces for 1920. It is impossible to state whether or not some of these figures are duplicated in table I. Presumably they do not include agricultural courses or technical courses of university grade, as these do not come within the scope of the Act quoted.

103.—Vocational Schools, Teachers and Pupils in Canada (Year ending June 30, 1920).

Province.	Number of Schools.				Number of Teachers.				Pupils Enrolled.			
	Day.	Evening.	Day and evening.	Total.	Day.	Evening.	Correspondence Dept.	Total.	Day.	Evening.	Correspondence.	Total.
P. E. Island.....	—	—	—	—	—	—	—	—	—	—	—	—
Nova Scotia.....	—	26	—	26	—	117	—	117	—	2,830	—	2,830
New Brunswick...	—	2	1	3	5	23	—	28	54	† 800	—	854
Quebec.....	2	15	4	21	64	*85	—	149	650	4,723	—	5,373
Ontario.....	1	38	13	52	183	931	—	1,114	4,505	37,370	—	41,875
Manitoba.....	3	—	4	7	33	85	—	118	1,159	1,888	—	3,047
Saskatchewan.....	—	1	—	1	2	21	—	23	55	411	—	466
Alberta.....	2	10	3	15	41	62	2	105	1,099	1,557	124	2,580
British Columbia.	4	6	4	14	56	99	1	156	990	2,448	83	3,521
Total.....	12	98	29	139	384	1,423	3	1,810	8,512	51,827	207	60,546

*Approximate. †Returns incomplete.

PART VI.—COST OF EDUCATION.

The expenditure on education for the different provinces for 1919 or 1918 is given in table 1, page 18. It must be remembered here as in the case of other figures that these are not strictly comparable for the different provinces. Different provinces compile their financial statistics by different methods and include different items. It is impossible here to separate the current expenditure of the different provinces from the capital and from short time loans. In the case of Quebec it must again be remembered that a large number of the teachers are in religious orders and receive no salaries. If they did receive salaries the total expenditure would be greatly in excess of what is given here.

104.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces.

PRINCE EDWARD ISLAND—Receipts.

Year.	Government Grant.	Local Assessment.	Total.	Year.	Government Grant.	Local Assessment.	Total.
	\$	\$	\$		\$	\$	\$
1901.....	128,288	36,647	164,935	1910.....	127,548	53,924	181,472
1902.....	127,495	38,827	166,322	1911.....	126,438	54,738	181,176
1903.....	123,919	42,698	166,617	1912 ²	179,956	81,685	261,641
1904.....	121,696	47,069	168,765	1913.....	150,732	56,874	207,606
1905.....	122,897	45,695	168,592	1914.....	156,503	61,490	217,993
1906 ¹	91,946	34,763	126,709	1915.....	168,413	91,258	259,671
1907.....	123,898	46,429	170,327	1916.....	173,962	70,610	244,572
1908.....	127,092	49,874	176,966	1917.....	178,607	72,623	251,230
1909.....	129,179	54,027	183,206	1918.....	173,579	94,968	268,547
				1919.....	187,488	98,472	285,960

¹Nine months. ²Eighteen months.

NOVA SCOTIA—Receipts.

Year.	Government Grant.	Municipal Funds.	Local Assessment.	Total.
	\$	\$	\$	\$
1901.....	254,778	119,876	470,108	844,762
1902.....	257,616	117,376	538,850	913,841
1903.....	263,092	121,016	552,350	936,458
1904.....	268,904	146,382	569,745	985,031
1905.....	271,657	146,627	576,560	993,844
1906.....	270,925	147,089	655,705	1,073,720
1907.....	277,415	146,958	616,430	1,040,805
1908.....	335,584	147,129	666,590	1,149,304
1909.....	341,058	147,400	711,428	1,199,886
1910.....	337,252	146,936	761,013	1,265,233
1911.....	378,726	146,821	804,125	1,329,674
1912.....	374,810	147,170	859,284	1,381,264
1913.....	385,734	156,864	944,992	1,487,590
1914.....	388,671	164,980	1,002,967	1,556,618
1915.....	407,213	168,009	1,066,892	1,642,114
1916.....	414,738	168,114	1,037,302	1,620,154
1917.....	432,284	163,535	1,157,907	1,752,726
1918.....	427,484	163,994	1,280,965	1,872,444
1919.....	432,496	204,519	1,460,578	2,097,593

NEW BRUNSWICK—Receipts.

	\$	\$	\$	\$
1901.....	163,225	90,492	346,623	600,340
1902.....	162,227	92,095	341,475	595,797
1903.....	160,825	94,969	374,196	629,990
1904.....	156,982	94,835	380,000	631,817
1905.....	159,741	91,947	378,200	638,888
1906.....	160,957	91,718	No record.	
1907.....	160,553	91,429	No record.	
1908.....	182,453	91,620	494,947	769,020
1909.....	190,854	91,235	539,002	821,091
1910.....	195,363	90,454	580,069	865,886
1911.....	196,082	90,193	593,073	879,348
1912.....	196,958	93,783	632,384	923,125
1913.....	196,320	97,404	648,479	942,203
1914.....	195,261	96,946	704,476	996,683
1915.....	200,635	97,423	761,753	1,059,811
1916.....	206,486	96,141	844,256	1,146,883
1917.....	204,754	97,284	843,357	1,145,395
1918.....	286,949	97,230	930,567	1,314,746
1919.....	277,996	99,097	1,153,163	1,530,256

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QUEBEC—Expenditure.

Year.	Government Grant.	Local Assessment and other sources.	Total.	Year.	Government Grant.	Local Assessment and other sources.	Total.
1901.....	453,950	2,999,804	3,453,754	1911.....	1,065,429	5,729,104	6,794,533
1902.....	473,450	3,051,109	3,524,559	1912.....	1,204,529	6,212,440	7,416,969
1903.....	484,960	3,234,074	3,718,038	1913.....	1,529,006	7,696,765	9,225,771
1904.....	469,280	3,347,115	3,816,395	1914.....	1,724,110	7,172,879	8,896,989
1905.....	480,760	3,603,758	4,084,518	1915.....	1,782,417	9,681,206	11,463,623
1906.....	536,150	3,802,402	4,338,552	1916.....	1,882,838	10,533,769	12,416,607
1907.....	540,650	4,050,741	4,591,391	1917.....	2,068,766	11,887,454	13,956,220
1908.....	683,410	4,565,537	5,148,947	1918.....	2,077,569	12,405,301	14,482,870
1909.....	837,450	4,680,416	5,517,866	1919.....	2,145,976	14,698,708	16,844,684
1910.....	908,391	5,302,139	6,210,530				

ONTARIO—Receipts.

Year.	Elementary Schools.				Secondary Schools.	Grand Total.
	Government Grants.	Local Assessments.	Clergy Reserve Fund and other sources.	Total.		
	\$	\$	\$	\$	\$	\$
1901.....	377,308	3,784,070	1,468,678	5,630,056	784,626	6,414,682
1902.....	383,666	3,959,912	1,422,924	5,766,502	832,853	6,599,355
1903.....	390,156	4,263,893	1,406,957	6,061,006	876,737	6,937,743
1904.....	405,362	4,464,227	1,600,982	6,470,571	960,867	7,431,438
1905.....	414,004	4,928,790	1,886,400	7,229,194	1,096,266	8,325,460
1906.....	509,795	5,529,496	1,883,394	7,922,685	1,209,782	9,132,467
1907.....	655,239	6,146,825	2,455,864	9,257,928	1,611,553	10,869,481
1908.....	770,426	6,581,232	2,620,523	9,972,181	2,001,307	11,973,488
1909.....	810,595	6,574,372	3,013,501	10,398,468	2,173,533	12,572,001
1910.....	805,635	7,334,458	3,573,507	11,713,600	2,195,322	13,908,922
1911.....	892,377	7,826,083	3,778,183	12,496,643	2,180,026	14,676,669
1912.....	842,278	9,478,887	3,936,887	14,258,052	2,709,389	16,967,441
1913.....	778,150	9,856,380	4,025,284	14,659,814	3,686,267	18,346,081
1914.....	760,845	12,608,865	4,069,565	17,439,275	4,857,434	22,296,712
1915.....	849,872	11,810,023	4,089,210	16,749,105	5,352,731	20,101,836
1916.....	831,988	11,010,356	4,287,738	16,080,082	5,380,927	19,461,009
1917.....	907,846	12,193,439	4,168,000	17,269,285	5,412,115	20,681,400
1918.....	970,585	13,114,725	4,278,957	18,364,267	5,241,478	21,605,745
1919.....	1,316,529	14,364,049	6,912,656	22,593,234	5,605,113	26,198,347

ONTARIO—Expenditure.

Year.	Elementary Schools.				Secondary Schools.	Grand Total.
	Teachers' Salaries.	Sites and building School-houses.	Maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.		
	\$	\$	\$	\$	\$	\$
1901.....	3,055,321	531,072	81,685	1,052,232	4,720,310	5,448,442
1902.....	3,198,132	432,753	86,723	1,107,552	4,825,160	5,594,840
1903.....	3,309,993	428,817	74,486	1,264,573	5,077,869	5,893,951
1904.....	3,473,710	578,656	87,997	1,319,130	5,459,493	6,336,580
1905.....	3,669,230	959,137	98,209	1,434,670	6,161,236	7,165,734
1906.....	3,880,548	854,452	108,547	1,559,659	6,403,206	7,432,500
1907.....	4,389,524	1,220,820	213,096	1,732,739	7,556,179	8,769,876
1908.....	4,643,571	1,419,754	239,330	1,741,171	7,943,826	9,329,658
1909.....	5,008,542	1,264,989	136,627	1,731,265	8,141,423	9,763,060
1910.....	5,310,039	2,140,200	131,171	1,761,792	9,343,202	10,979,368
1911.....	5,610,213	2,164,459	139,229	1,990,383	9,904,284	13,492,108
1912.....	6,109,547	2,777,960	167,755	2,218,698	11,273,960	15,268,291
1913.....	6,648,255	2,869,830	149,167	2,658,655	12,325,907	18,590,533
1914.....	7,203,034	4,026,030	167,283	2,854,621	14,850,968	21,049,244
1915.....	7,614,110	3,561,951	177,038	2,914,377	14,267,476	16,146,307
1916.....	7,929,490	2,232,110	192,212	2,968,093	13,351,905	16,855,431
1917.....	8,398,450	1,987,644	200,207	3,435,534	14,111,835	18,588,890
1918.....	9,027,151	1,242,642	169,136	4,737,794	15,176,723	22,647,443
1919.....	10,160,399	2,870,349	302,046	5,518,833	18,851,627	

MANITOBA—Receipts.

Year.	Legis- lative grant.	Muni- cipal taxes.	Deben- tures.	Prom- issory notes.	Sundries.	Balance from pre- vious years.	Total.
	\$	\$	\$	\$	\$	\$	\$
1907.....	242,383	1,223,336	315,271	802,574	141,452	115,677	2,840,693
1908.....	267,645	1,475,473	285,091	777,417	424,666	111,741	3,342,033
1909.....	282,200	1,539,047	356,962	905,747	274,803	119,970	3,478,729
1910.....	296,115	1,682,238	425,320	1,336,370	281,988	162,736	4,184,767
1911.....	325,410	1,847,380	1,318,068	1,275,239	76,172	399,539	5,241,808
1913.....	351,745	2,198,459	987,457	960,215	213,283	302,407	5,013,566
1914.....	390,582	2,673,449	1,545,042	396,459	150,429	518,388	5,674,349
1915.....	468,335	3,047,670	1,738,926	2,071,397	122,974	466,837	7,916,139
1916.....	503,774	3,296,667	344,673	2,080,204	239,176	609,982	7,074,476
1917.....	522,293	3,445,239	321,370	947,486	108,046	376,318	5,720,752
1918.....	616,977	3,736,452	240,855	1,142,289	133,111	416,194	6,285,878
1919.....	589,147	4,200,519	188,931	1,165,751	264,710	508,348	6,917,406

MANITOBA—Expenditure.

Year.	Teachers' Salaries.	Building, etc.	Fuel.	Repairs and caretaking.	Salary of Sec.-Treas.
5	\$	\$	\$	\$	\$
1907.....	1,009,224	460,260	79,963	126,216	23,420
1908.....	1,103,990	582,034	89,756	126,952	25,656
1909.....	1,203,232	641,900	80,921	132,421	26,174
1910.....	1,237,010	830,432	87,002	148,932	26,689
1911.....	1,452,630	1,199,288	109,299	167,734	29,218
1913.....	1,734,854	1,420,882	99,918	132,222	32,493
1914.....	1,861,809	1,426,758	146,664	242,270	37,684
1915.....	2,066,440	1,558,533	110,049	379,318	65,025
1916.....	2,195,226	323,266	165,697	358,315	41,530
1917.....	2,314,006	382,988	171,462	385,226	19,806
1918.....	2,382,840	440,211	197,258	418,660	46,249
1919.....	2,648,320	556,072	243,155	372,323	51,553

Year.	Principal of Debentures	Interest on Debentures.	Promissory notes.	Transporta- tion and other expendi- tures.	Total.
	\$	\$	\$	\$	\$
1907.....	81,795	80,392	667,791	200,856	2,729,917
1908.....	190,893	99,246	860,334	141,905	3,229,766
1909.....	111,295	244,596	757,200	137,770	3,335,500
1910.....	269,660	127,589	1,013,076	169,281	4,000,671
1911.....	131,975	144,735	1,590,565	199,446	5,024,890
1913.....	249,030	96,979	838,162	387,255	5,036,795
1914.....	230,523	250,392	1,412,515	471,105	6,079,720
1915.....	184,910	344,476	2,260,906	347,241	7,118,898
1916.....	194,257	409,193	2,132,286	338,459	6,658,229
1917.....	241,223	155,619	1,196,806	466,166	5,333,302
1918.....	360,134	357,409	1,055,581	651,031	5,909,383
1919.....	391,332	400,754	1,305,433	649,888	6,618,740

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SASKATCHEWAN—Receipts.

Year.	Elementary Schools.					Secondary Schools.		Grand Total.
	Government Grants.	Local Assessments.	Proceeds of Debentures.	Other Sources.	Total.	Gov. Grants.	Total. ¹	
	\$	\$	\$	\$	\$	\$	\$	\$
1905.....	—	—	—	—	—	—	—	1,044,470
1906.....	174,218	602,624	360,206	323,313	1,465,361	—	—	1,465,361
1907.....	218,385	707,835	507,006	524,246	1,957,472	—	—	1,957,472
1908.....	402,028	992,157	651,828	737,140	2,783,153	—	—	2,783,153
1909.....	513,604	1,249,192	584,873	844,602	3,192,271	—	—	3,192,271
1910.....	557,299	1,369,531	524,741	1,221,011	3,672,582	—	—	3,672,582
1911.....	555,438	1,519,528	659,270	1,295,556	4,029,792	—	—	4,029,792
1912.....	622,088	1,929,345	1,430,603	2,048,577	6,030,613	36,945	242,148	6,272,761
1913.....	722,002	2,913,135	2,075,375	2,649,910	8,360,422	42,163	461,260	8,821,682
1914.....	867,590	4,451,326	1,037,587	2,180,074	8,536,577	53,019	483,834	9,020,411
1915.....	980,296	3,997,392	1,009,025	2,441,780	8,428,493	70,349	512,334	8,940,827
1916.....	969,709	4,694,242	649,300	2,999,443	9,312,694	77,158	593,144	9,905,838
1917.....	1,104,156	4,654,200	—	4,213,371	10,271,727	83,496	704,485	10,976,212
1918.....	1,162,490	5,618,192	455,777	1,874,459	9,110,925	90,793	276,161	9,387,086
1919.....	1,255,094	7,121,046	1,105,602	2,012,422	11,494,164	83,925	355,741	11,849,905

¹This item in 1918 and 1919 does not include money borrowed by note. The total expenditure for secondary schools was included in that of the elementary schools up to 1912.

SASKATCHEWAN—Expenditure.

Year.	Elementary Schools.						Secondary Schools.		Grand Total.
	Teachers' Salaries.	Officials' Salaries.	Paid on Debentures.	Paid on Notes (renewals and interest).	School buildings and repairs.	Care-taking and fuel.	Total Expenditure.	Teachers' Salaries.	Total.
	\$	\$	\$	\$	\$	\$	\$	\$	\$
1906.....	471,736	29,076	113,958	303,739	339,933	47,251	1,448,915	—	1,448,915
1907.....	585,594	44,047	149,301	423,717	530,050	84,565	2,000,675	—	2,000,675
1908.....	831,842	59,106	207,780	608,515	577,925	95,762	2,679,373	—	2,679,373
1909.....	1,044,011	73,098	317,173	700,483	519,302	130,558	3,032,999	—	3,032,999
1910.....	1,208,651	83,635	379,695	877,978	627,740	144,206	3,655,428	—	3,655,428
1911.....	1,298,925	84,603	399,951	1,071,783	619,601	172,993	3,990,036	—	3,990,036
1912.....	1,596,616	94,358	455,949	1,820,705	1,149,986	202,531	5,931,844	94,481	6,244,380
1913.....	2,059,456	130,728	678,430	2,605,280	1,898,101	294,710	8,327,179	131,414	8,787,904
1914.....	2,588,669	169,491	975,508	2,317,158	1,429,173	369,802	8,588,462	150,808	9,072,296
1915.....	2,817,412	—	—	—	1,253,187	—	8,163,897	157,850	8,665,857
1916.....	2,956,666	—	—	—	1,105,765	—	9,211,390	175,098	9,792,018
1917.....	3,303,929	—	—	—	1,136,599	—	10,117,716	190,703	10,804,108
1918.....	3,831,942	—	1,020,574	1,588,995	845,974	—	9,183,975	209,085	9,477,085
1919.....	4,813,000	—	809,999	1,737,892	1,369,833	—	11,370,083	235,460	11,720,768

¹The secondary schools expenditure was included in that of the elementary schools until 1912. The items for 1918 and 1919 do not include promissory notes.

ALBERTA—Receipts.

Year.	Government Grants.	Local Assessments.	Proceeds of Debentures.	Borrowed by Note.	Other Sources.	Total.
	\$	\$	\$	\$	\$	\$
1906.....	142,836	416,344	297,158	292,786	140,797	1,289,921
1907.....	197,768	544,716	442,431	431,561	160,224	1,776,700
1908.....	220,712	917,515	764,069	539,939	106,382	2,548,617
1909.....	307,186	961,959	992,516	535,896	234,440	3,031,997
1910.....	301,239	1,278,013	673,333	848,625	86,155	3,187,365
1911.....	432,877	1,575,412	1,481,173	1,461,208	120,363	5,071,033
1912.....	414,116	1,793,480	1,491,498	2,665,063	262,761	6,626,918
1913.....	461,289	2,901,214	3,497,863	1,959,495	228,650	8,048,511
1914.....	507,682	3,028,776	966,350	2,771,380	279,324	7,553,512
1915.....	540,325	3,733,323	951,205	2,473,976	258,865	7,957,604
1916.....	553,141	3,749,007	155,883	1,105,538	1,203,814	6,767,383
1917.....	652,557	3,657,510	268,102	1,451,229	497,479	6,526,878
1918.....	625,830	5,132,232	433,126	1,173,546	195,990	7,560,724
1919.....	713,083	5,601,713	655,960	1,388,000	410,236	8,768,992

SURVEY OF EDUCATION IN CANADA

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ALBERTA—Expenditure.

Year.	Teachers' Salaries.	Officials' Salaries.	Paid on Deben- tures.	Paid on Notes (renewals and interest).	School buildings and repairs.	Other Expen- diture.	Total Expen- diture.
	\$	\$	\$	\$	\$	\$	\$
1906.....	386, 108	23, 796	94, 947	298, 984	274, 525	180, 747	1, 259, 107
1907.....	497, 746	36, 755	131, 488	295, 517	436, 824	345, 623	1, 793, 953
1908.....	592, 223	39, 974	207, 775	639, 459	607, 635	306, 616	2, 393, 682
1909.....	758, 816	52, 785	244, 185	574, 725	638, 065	467, 282	2, 735, 858
1910.....	908, 045	64, 241	347, 220	653, 987	862, 295	526, 606	3, 362, 394
1911.....	1, 144, 584	87, 409	408, 442	1, 309, 134	1, 223, 142	853, 062	5, 025, 773
1912.....	1, 411, 201	114, 382	482, 906	2, 021, 030	1, 526, 001	1, 111, 762	6, 667, 282
1913.....	1, 672, 526	180, 165	594, 051	3, 160, 030	1, 816, 203	1, 261, 211	8, 684, 186
1914.....	2, 050, 697	179, 453	815, 062	2, 350, 462	1, 324, 470	1, 114, 747	7, 834, 891
1915.....	2, 444, 964	185, 616	1, 065, 437	2, 731, 279	443, 641	1, 294, 533	7, 965, 470
1916.....	2, 421, 404	230, 931	956, 563	1, 266, 884	325, 297	920, 535	6, 121, 614
1917.....	2, 620, 085	193, 484	1, 100, 181	1, 068, 058	414, 105	1, 199, 649	6, 595, 562
1918.....	2, 860, 352	198, 870	1, 054, 044	1, 598, 757	604, 891	1, 179, 777	7, 496, 691
1919.....	3, 560, 318	225, 242	1, 051, 171	1, 503, 944	765, 934	1, 698, 920	8, 805, 529

BRITISH COLUMBIA—Expenditure.

Year.	Provincial Govern- ment.	Cities, Municipal- ities, Rural and Assisted Schools.	Total.	Year.	Provincial Govern- ment.	Cities, Municipal- ities, Rural and Assisted Schools.	Total.
	\$	\$	\$		\$	\$	\$
1901.....	350, 532	182, 160	532, 692	1911.....	1, 001, 808	1, 639, 714	2, 641, 522
1902.....	438, 086	150, 482	588, 568	1912.....	1, 151, 715	2, 730, 773	3, 882, 488
1903.....	472, 802	130, 556	604, 558	1913.....	1, 663, 003	2, 995, 892	4, 658, 895
1904.....	453, 313	144, 451	597, 764	1914.....	1, 885, 654	2, 749, 223	4, 634, 877
1905.....	479, 158	249, 891	729, 049	1915.....	1, 607, 651	2, 309, 795	3, 917, 446
1906.....	444, 543	244, 198	688, 741	1916.....	1, 591, 322	1, 625, 028	3, 216, 350
1907.....	474, 608	390, 163	864, 771	1917.....	1, 600, 125	1, 637, 539	3, 237, 664
1908.....	544, 672	675, 838	1, 220, 510	1918.....	1, 653, 797	1, 865, 218	3, 519, 015
1909.....	626, 074	921, 626	1, 547, 700	1919.....	1, 791, 154	2, 437, 566	4, 228, 720
1910.....	818, 576	1, 098, 660	1, 917, 236				

105.—Canadian Publicly Controlled Schools: Cost per Pupil enrolled, by Provinces, 1910-1919

	P.E.I.	N.S.	N.B.	Que.	Ont.	Man. ¹	Sask. ¹	Alta. ¹	B.C.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1901.....	7 93	8 53	9 00	10 96	—	—	—	—	22 56
1902.....	—	9 21	8 83	10 95	11 40	—	—	—	24 63
1903.....	8 35	9 47	9 55	10 75	12 06	—	—	—	24 68
1904.....	8 86	10 18	9 68	10 92	13 06	—	—	—	23 18
1905.....	8 74	9 93	9 55	11 49	14 68	—	—	—	26 65
1906.....	6 67	10 69	—	12 03	15 06	—	—	—	24 11
1907.....	8 94	10 39	—	12 57	17 70	30 71	39 79	—	28 79
1908.....	9 02	11 45	11 58	16 50	18 56	33 16	41 94	—	36 80
1909.....	9 43	11 79	12 11	14 24	19 19	35 29	42 32	—	42 72
1910.....	9 42	12 40	12 70	15 72	21 43	39 18	42 47	—	48 33
1911.....	9 49	12 89	12 75	16 55	23 26	42 46	40 39	—	53 42
1912.....	13 92	13 28	13 34	17 55	25 50	—	54 02	—	74 39
1913.....	11 10	14 13	13 52	21 23	27 96	50 18	60 93	40 19	81 19
1914.....	12 06	14 63	14 11	19 36	32 81	49 70	59 27	46 43	74 81
1915.....	14 11	15 24	14 71	24 35	29 74	48 11	—	44 69	60 96
1916.....	13 24	14 84	15 70	25 30	28 57	43 60	—	44 69	49 81
1917.....	13 81	16 08	15 90	28 49	29 74	38 80	—	45 39	49 72
1918.....	14 43	17 29	18 50	29 38	31 43	44 16	52 12	49 81	52 12
1919.....	16 25	19 60	21 54	34 65	38 73	46 34	60 79	52 89	58 73

¹Money borrowed by note not included in expenditure.

The cost per head of the population during the census year 1911 was as follows:—

	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1911.....	1 93	2 59	2 50	3 39	4 70	11 03	8 10	10 74	6 73

106.—Canadian Publicly Controlled Schools: Cost per Pupil in Average Attendance, by Provinces, 1901-1919.

Year.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1901.....	13 37	15 75	16 01	14 86	—	—	—	—	34 74
1902.....	—	16 48	15 39	14 85	19 93	—	—	—	37 24
1903.....	13 75	16 94	16 42	14 42	21 01	—	—	—	36 36
1904.....	14 31	18 24	16 82	14 55	22 74	—	—	—	35 04
1905.....	14 50	17 64	16 22	15 10	24 97	—	—	—	38 06
1906.....	10 64	18 15	—	15 63	25 54	—	79 09	—	35 25
1907.....	14 28	18 20	—	15 80	30 14	55 31	79 88	—	43 21
1908.....	13 95	19 69	19 12	21 48	31 27	58 24	78 15	—	52 86
1909.....	14 78	19 42	19 31	18 29	32 29	62 26	81 00	—	61 05
1910.....	14 60	19 28	20 32	20 09	35 77	68 00	80 43	—	63 51
1911.....	16 18	21 70	20 54	21 35	38 59	75 42	76 21	—	74 95
1912.....	21 69	21 70	21 13	22 32	41 60	—	89 57	—	103 35
1913.....	17 71	22 64	21 22	26 61	44 85	87 18	110 58	69 90	108 08
1914.....	19 51	23 37	22 37	24 37	52 02	79 44	103 84	76 55	94 34
1915.....	22 20	23 34	22 12	30 23	45 12	71 28	—	71 16	74 59
1916.....	21 44	23 40	23 85	31 47	44 04	68 02	—	72 53	63 22
1917.....	22 19	25 01	24 43	35 93	45 61	59 75	—	74 82	61 58
1918.....	22 75	27 56	28 56	37 21	54 04	69 22	86 66	75 87	64 28
1919.....	26 21	31 82	34 97	46 06	58 25	73 72	97 79	85 99	74 59

106A.—Alberta Publicly Controlled Schools: Comparison between Ungraded and Graded Schools in cost per pupil, attendance and degree of advancement of pupils.

Year.	Cost per Pupil enrolled.		Cost per Pupil in average attendance.		Number of days attended by Pupils during year.		P.c. of Pupils above Grade IV.		Number of Pupils in Secondary Grades.	
	Ungraded Schools.	Graded Schools.	Ungraded Schools.	Graded Schools.	Ungraded Schools.	Graded Schools.	Ungraded Schools.	Graded Schools.	Ungraded Schools.	Graded Schools.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.						
1913.....	35 81	44 47	65 96	73 39	84-92	108-28	26	33	236	2,927
1914.....	37 59	56 04	67 33	85 04	88-51	116-16	28	36	400	3,574
1915.....	37 88	52 56	64 50	78 12	96-31	124-45	30	39	513	4,720
1916.....	40 59	47 06	71 91	72 99	87-17	117-54	31	41	426	5,329
1917.....	41 41	49 39	73 17	75 83	98-53	120-50	32	42	502	5,648
1918.....	41 96	48 87	72 93	78 81	85 93	101-19	32	43	407	6,541
1919.....	46 43	57 93	78 89	91 11	106-00	122-26	33	44	638	7,294

PART VII.—MEDICAL INSPECTION OF SCHOOLS AND EDUCATION OF DEFECTIVES.

Medical inspection of schools, which is rapidly becoming general, includes visits to homes, so that it is quite proper to include defectives as the blind, deaf mutes, the mentally weak and others who never attend ordinary public schools in this section. Medical inspection has something to do with these defectives, as well as with the school pupils who need treatment for lesser physical and mental defects. There is no doubt that medical inspection of schools will have a strong bearing upon the problem of retarded pupils. Increasing recognition is given to the fact that a large number are showing slow progress in school work because of physical defects which skilful treatment can easily correct or remove.

In Prince Edward Island the statutes empower the boards of Charlottetown and Summerside to introduce and maintain medical inspection in the schools; the same power to be extended to the boards of other towns provided the town council determines in its favour. This medical inspection, however, seems to have reference to sanitation and the prevention of diseases rather than to curative treatment or the education of defectives. Since 1901 the province has been sending from two to fourteen deaf mutes and from four to six blind persons a year to the Institution for the Deaf and Dumb and the Institution for the Blind at Halifax.

In Nova Scotia separate provision is made for the following different classes of defectives:—(1) deaf mutes; (2) the blind; (3) incorrigibles and (4) retarded pupils. The statistics for the first two are given in table 107. The institutions for the blind and the deaf and dumb at Halifax are partly supported by the province of New Brunswick. Deaf mutes entering the institution under 12 years of age are entitled to remain 10 years and blind between 6 and 10 years of age, are entitled to remain 7 years in addition to their attendance under 10 years of age. These schools are supported from the provincial treasury and by the municipality in which the defective has a settlement; in the case of a defective who has not settlement in a municipality the costs are defrayed from the provincial treasury. The city of Halifax has a special school for pupils defective in sight; there are also two or three school rooms for retarded pupils who are withdrawn from the ordinary schools. In 1917 there were 66 pupils enrolled in these rooms. In the education of such pupils special attention is given to manual operations. In this and other cities, some towns and a portion of rural Colchester provisions are made to ensure medical and dental inspection of schools. The reports for Halifax, 1917, showed that 19 schools and 5 institutions were visited; 4,258 children were medically examined, of whom 1,488 were below par physically and 106 were mentally deficient. Of the 10,000 pupils attending school, 9,000 were found suffering from bad teeth; one third of these could not afford treatment; 350 children were treated. In 1919, the province reported 124 defectives and 71 incorrigibles, while 10,305 medical examinations recommended 3,761 for treatment.

The following table indicates the operations of the Institutions for the

107.—Nova Scotia Institutions for Deaf and Dumb and Blind: Pupils Enrolled, 1901-1919.

Year.	Deaf and Dumb.								
	Total reg.	M.	F.	From N.S.	From P.E.I.	From N.B.	From Nfld.	Other Places.	Alta.
1901.....	124	-	-	104	7	1	10	2	-
1902.....	116	-	-	97	8	1	9	1	-
1903.....	111	-	-	-	-	-	-	-	-
1904.....	107	-	-	-	-	-	-	-	-
1905.....	110	-	-	88	5	7	10	-	-
1906.....	104	-	-	81	6	8	9	-	-
1907.....	117	-	-	91	9	6	11	-	-
1908.....	115	-	-	87	14	5	9	-	-
1909.....	107	58	49	78	12	9	8	-	-
1910.....	104	57	47	-	-	-	-	-	-
1911.....	103	-	-	71	13	9	10	-	-
1912.....	111	-	-	79	12	7	13	-	-
1913.....	113	-	-	79	10	6	14	1	3
1914.....	96	-	-	65	9	6	12	1	3
1915.....	106	-	-	64	10	5	11	1	15
1916.....	110	-	-	69	12	4	12	1	12
1917.....	92	-	-	65	9	4	13	1	-
1918.....	44	-	-	38	2	3	-	1	-
1919.....	78	-	-	46	6	20	5	1	-

Blind and the Deaf Mutes at Halifax since 1901:—

107.—Nova Scotia Institutions for Deaf and Dumb and Blind: Pupils Enrolled, 1901-1919.

Total reg.	Blind.								Year.
	M.	F.	From P.E.I.	From N.S.	From N.B.	From Nfld.	From B.C.	Other places.	
135	80	55	6	71	32	8	—	—	1901
145	87	58	5	74	32	9	—	—	1902
142	87	55	8	77	28	11	—	—	1903
154	95	59	81	31	9	11	—	1	1904
154	91	63	9	84	28	13	—	2	1905
160	97	63	6	85	29	12	—	4	1906
168	97	71	5	90	28	10	—	3	1907
168	98	70	6	83	31	13	—	3	1908
161	86	75	4	83	31	13	1	1	1909
161	90	71	4	85	30	14	1	1	1910
152	80	72	4	87	25	15	—	—	1911
162	83	79	3	89	28	15	—	—	1912
169	88	81	4	98	30	16	—	—	1913
173	88	85	4	93	27	17	—	—	1914
167	84	83	6	93	27	16	—	—	1915
173	95	78	5	93	26	17	1	—	1916
180	101	79	5	98	20	18	1	—	1917
166	89	79	3	78	18	15	1	—	1918
153	87	66	4	76	25	18	—	—	1919

In New Brunswick, the trustee boards are authorized to provide for medical inspection of schools, but the reading of the Act seems to refer to sanitation and prevention rather than treatment. By the Health Act of 1918 a health officer, a chief medical officer and from three to five district medical health officers were appointed. The county of York was divided into ten districts, each under the care of a medical doctor; the duties of these officers include detection of defects as well as prevention and sanitation. Special grants are paid to schools having rooms set apart for retarded pupils. The blind and deaf mutes are provided for as in the case of Nova Scotia, the institutions in common use by the province being those at Halifax. These defectives when sent to the institutions at Halifax or elsewhere are supported from the provincial treasury and municipal funds as in Nova Scotia. It will be seen in table 107 that 20 deaf mutes and 25 blind persons were sent from New Brunswick to Halifax in 1919.

In Quebec, medical inspection of schools is required by statute. No statistics are available of either the results of such inspections or the provisions made for defectives save the following table which gives the statistics for the blind and deaf mutes since 1901:—

108.—Quebec Institutions for Deaf and Dumb and Blind: Teachers and Pupils Enrolled, 1901-1919.

Year.	Number of Schools.	Number of Teachers.	Pupils.	Boys.	Girls.	Year.	Number of Schools.	Number of Teachers.	Pupils.	Boys.	Girls.
1901.....	4	105	528	183	345	1911.....	4	116	555	229	326
1902.....	4	86	524	173	351	1912.....	4	127	550	172	378
1903.....	4	86	517	172	345	1913.....	4	128	552	178	374
1904.....	4	87	532	182	350	1914.....	4	122	583	176	407
1905.....	4	83	515	171	344	1915.....	4	121	579	181	398
1906.....	4	84	514	192	322	1916.....	4	142	537	246	291
1907.....	4	86	537	169	368	1917.....	4	150	566	256	310
1908.....	4	91	507	159	348	1918.....	5	151	598	268	330
1909.....	4	99	558	218	340	1919.....	—	—	549	—	—
1910.....	4	113	537	225	312						

In Ontario, it is the duty of the trustees to provide and pay for dental and medical inspection. The sum of \$20,000 was voted by the legislatures for this work. Three nurses have been appointed to undertake a medical survey of the schools of the province, which is to continue for three years. By 1919, rural medical inspection had been made in nine counties. At the same time a dental inspector was appointed for the province and a dental survey is being carried out for the most part by the voluntary services of local dentists. The results of these surveys will no doubt lead to extensive legislation in connection with preventive and curative measures for the promotion of the health of school children and the treatment of defectives. Industrial schools are provided for criminal, incorrigible and destitute children. The operations of the institutions for the blind and deaf mutes since 1901 are indicated in the following table:—

109.—Ontario Institutions for Deaf and Dumb and Blind: Pupils Enrolled and Cost per Pupil per Week, 1901-1919.

Year.	Deaf.				Blind.			
	Number of Students.	M.	F.	Cost per pupil per week.	Number of Students.	M.	F.	Cost per pupil per week.
1901.....	300	157	143	—	138	72	66	—
1902.....	288	147	141	—	138	68	70	—
1903.....	283	140	143	—	131	67	64	—
1904.....	271	137	134	4.13	134	68	66	5.93
1905.....	268	130	138	4.42	141	67	74	5.67
1906.....	259	116	143	4.31	147	71	76	5.72
1907.....	271	126	145	4.20	144	72	72	—
1908.....	276	133	143	1.39	71	69	68	6.46
1909.....	281	130	151	4.98	142	72	70	6.48
1910.....	292	143	149	4.14	144	77	67	6.45
1911.....	281	138	143	4.52	137	76	61	6.83
1912.....	261	135	126	5.04	124	69	55	7.21
1913.....	268	139	129	4.80	124	62	62	8.20
1914.....	296	152	144	4.77	124	65	59	8.15
1915.....	316	156	160	4.79	132	70	62	8.11
1916.....	310	158	152	5.37	143	82	61	8.73
1917.....	293	145	148	6.90	127	74	53	12.40
1918.....	290	143	147	7.55	126	75	51	—
1919.....	277	137	140	7.55	128	77	51	11.56

In Manitoba the following statistics will indicate the extent to which the trustee boards avail themselves of the authority extended to them by statute to expend money for the medical inspection and care of mental or physical defectives. During the year 1919, 43,950 children were examined once and 6,964 twice; 49 nurses, 10 of whom were employed in Winnipeg, gave full time to the work. Dental inspection is established in Winnipeg, and in 1919, 3,291 children were examined; 2,321 were reported as needing treatment and 3,143 treatments were given. There were in all 10,555 dental operations. The departments for medical and dental inspection in Winnipeg alone cost \$21,062 in 1919. The care for the deaf can best be estimated by means of the following small table:—

110.—Manitoba Institution for the Deaf: Pupils Enrolled, 1917-1919.

	Total enrolled.	M.	F.	From Manitoba.	From Alberta.	From British Columbia.	From Saskatchewan.
*1917.....	176	93	83	77	22	16	55
1918.....	167	97	70	74	26	16	51
1919.....	151	80	71	69	23	11	48

*Twenty-ninth Annual Report.

The incorrigibles and degenerates are cared for at the Industrial School at Portage la Prairie. In 1919, there were 89 boys in this institution. In this school manual training and agriculture are specially emphasized, and a farm is attached to the institution.

The following extract from the report for 1919 of the Superintendent of Schools in Winnipeg will be of interest as indicating trends:—

“The census report of May, 1919, shows that there were 24,141 children residing in the school district of Winnipeg No. I, between the ages of 7 and 13 inclusive; of this number, 21,256 were enrolled in the public schools, 2,635 in private schools, and 250 were reported as not attending any school. Of these 250 cases, 14 were found to be mentally deficient, 16 were kept from school because of physical defects, 14 because of general illness, and 3 defective eyesight.” The tracing of such cases as these is a commentary on the thoroughness with which the work of medical inspection and the enforcement of compulsory attendance is being carried on.

In Saskatchewan during the year 1919, 548 schools and 325 homes were visited by school nurses and 14,926 pupils examined. Of these 1,962, or 12 per cent, were found free from defects. The most marked defects were the following:—

Defective vision.....	2,073	cases
Decaying teeth.....	8,705	“ or 58% of the whole examined.
Defective hearing.....	538	“
Adenoids.....	2,973	“
Diseased tonsils.....	4,214	“

It is rather remarkable that only 26 cases of heart lesions and 9 of nervous disorders were discovered. No special institutions for the blind or deaf mutes seem to have been provided as yet, although the statutes require that every deaf child between the ages of 8 and 15 inclusive must attend an institution for at least 7 months in each year. In 1919, 48 deaf mutes from this province attended the institution at Winnipeg.

The statutes of Saskatchewan extend to a board of trustees or a group of boards, as may be mutually agreed upon, the authority to provide for the medical and dental inspection of pupils and employ a school nurse.

In Alberta the board of every district has power to employ a medical doctor, dentist or nurse or all of these to inspect and treat the children, and advise the parents. During the year 1918, Calgary made a careful canvass of the schools and provided special facilities for the treatment of subnormal children. The services of an expert were secured and a class of 20 pupils was formed in one of the schools. The work of medical inspection in this city may be summarized as follows:—

Physical examinations by medical inspector.....	950
Inspections by school nurses.....	3,862
Classes visited.....	969
Homes visited.....	219

The total number of cases ~~treated~~ ^{tested} in the eye-ear, nose and throat clinic was 4,981; of these 392 eye cases, 72 ear cases and 52 nose and throat cases were treated. In one month 522 patients were treated in the dental clinic and 1,041 dental operations were performed.

In Edmonton a home for mentally defective children has been recently instituted and set up in a temporary building until a permanent building has been erected. The institution has not been sufficiently long in operation to furnish statistics.

In British Columbia the boards of every city, town and municipal district are required by statute to appoint school health inspectors and provide them with the proper facilities for the performance of their duties. Institutions for the blind and deaf mutes are established in Vancouver, with a staff of 9 teachers and an enrolment of 123 pupils of whom 63 are boys, 57 girls and 3 are adults. Provision was made early in 1918 for the special training of retarded pupils in the schools of Vancouver. Ten special classes were organized by 1919 and placed under experienced teachers. A great deal of the training of these classes is along manual lines. It is the duty of the principals of all the schools of the city to study the children and watch for cases needing special attention.

PART VIII.—HIGHER EDUCATION.

Universities and Affiliated, Professional and Technical Colleges.

Of the twenty-two Universities in Canada six are State controlled; namely the Universities of New Brunswick, Toronto, Manitoba, Saskatchewan, Alberta and British Columbia. The first of these is closely connected with the Department of Education, the Chief Superintendent of Education being president of the senate of the University; again the President of the University of Toronto is a member of the Council of Education. The Universities of King's College, Bishop's College and Trinity College are controlled by the Church of England; St. Francis Xavier, St. Joseph's, Laval, Montreal and Ottawa by the Roman Catholic Church; Acadia and McMaster by the Baptists; Mt. Allison and Victoria by the Methodists; while Dalhousie, McGill, Western and Queen's are undenominational. The oldest university is that of King's College, the original foundation of which dates back to 1789, while the youngest are those of Saskatchewan and of British Columbia founded in 1907, the others in order of age being New Brunswick (1800), Dalhousie (1818), McGill (1821), Toronto (1827), Victoria (1836), Acadia (1838), Queens (1841), Bishop's (1843), Ottawa (1849), Trinity (1851), Laval (1852), St. Francis Xavier (1855), McMaster (1857), Mt. Allison (1858), St. Joseph's (1864), Manitoba (1877), Montreal (1878), Western (1878) and Alberta (1906). St. Dunstan's College has recently been granted a University Charter and will hereafter confer its own degrees, these being hitherto conferred by Laval.

Table 114 shows the sources of revenue of the different universities so far as these can be ascertained. It will be noticed that the amount received from students' fees is about 27 per cent of the total current expenditure.

There is a distinction drawn here between affiliated, professional and technical colleges, although all three are affiliated in some degree to a university. An affiliated college means here a college which does the work of the same grade as an undergraduate faculty or faculties of a university, but which does not confer its own degrees, they being conferred by some university to which it is affiliated. The professional colleges on the other hand are training men for professions, admission to the study of which may require university degrees. Some of these professional colleges are affiliated to universities; for example the Presbyterian College at Halifax and Dalhousie University are affiliated in the sense that their courses fit into one another so far as possible in order to save time for those entering the ministry, but the college confers its own degrees. The Technical Colleges are colleges doing technical work of university grade and leading to degrees which some of these colleges may themselves confer.

111.—Universities of Canada—Teaching Staff in the Various Faculties, 1919-1920.

Name and Address of University.	Sex.	Arts and Pure Science.	En- gineer- ing.	Law.	Medi- cine.	Phar- macy.	Theo- logy.	All other.	Total excluding Duplicates.		
		Total.							Male.	Female.	Total.
University of King's College, Wind- sor, N.S.	M.	12	—	7	—	—	5	—	17	1	18
	F.	1	—	—	—	—	—	—	—	—	—
Dalhousie University, Halifax, N.S.	M.	21	—	17	31	—	—	14	83	3	86
	F.	1	—	—	2	—	—	—	—	—	—
Acadia University, Wolfville, N.S.	M.	20	6	—	—	—	4	—	21	2	23
	F.	2	—	—	—	—	—	—	—	—	—
University of St. Francis Xavier, Antigonish, N.S.	M.	14	7	—	—	—	—	—	20	—	20
	F.	—	—	—	—	—	—	—	—	—	—
University of New Brunswick, Fredericton, N.B.	M.	18	9	—	—	—	—	9	11	—	11
	F.	—	—	—	—	—	—	—	—	—	—
University of Mount Allison, Sack- ville, N.B.	M.	13	9	—	—	—	6	—	28	—	28
	F.	—	—	—	—	—	—	—	—	—	—
University of St. Joseph's College, St. Joseph, N.B.	M.	15	—	—	—	—	—	25	40	—	40
	F.	—	—	—	—	—	—	—	—	—	—
McGill University, Montreal, Que.	M.	60	62	17	117	7	—	87	295	20	315
	F.	4	1	—	1	—	—	15	—	—	—
University of Bishop's College, Lennoxville, Que.	M.	7	—	—	—	—	3	—	8	—	8
	F.	—	—	—	—	—	—	—	—	—	—
University Laval, Quebec, Que....	M.	200	—	19	25	—	12	27	293	—	293
	F.	—	—	—	—	—	—	—	—	—	—
University of Montreal, Montreal, Que.	M.	392	24	14	85	14	11	117	643	178	821
	F.	170	—	—	—	—	—	8	—	—	—
University of Toronto, Toronto, Ont.	M.	212	72	—	184	—	—	44	512	60	572
	F.	33	1	—	5	—	—	21	—	—	—
Victoria University, Toronto, Ont.	M.	23	—	—	—	—	11	—	30	2	32
	F.	2	—	—	—	—	—	—	—	—	—
University of Trinity College, Toronto, Ont.	M.	14	—	—	—	—	12	—	20	3	23
	F.	3	—	—	—	—	—	—	—	—	—
Western University, London, Ont.	M.	23	—	—	44	—	—	1	58	1	59
	F.	—	—	—	—	—	—	—	—	—	—
Queen's University, Kingston, Ont.	M.	50	26	—	45	—	4	63	155	4	159
	F.	3	—	—	—	—	—	8	—	—	—
University of Ottawa, Ottawa, Ont.	M.	45	—	—	—	—	10	18	73	—	73
	F.	—	—	—	—	—	—	—	—	—	—
McMaster University, Toronto, Ont.	M.	14	—	—	—	—	8	—	22	—	22
	F.	—	—	—	—	—	—	—	—	—	—
University of Manitoba, Winnipeg, Man.	M.	39	8	21	91	1	—	65	178	6	184
	F.	6	—	—	—	—	—	—	—	—	—
University of Saskatchewan, Sas- katoon, Sask.	M.	27	2	6	—	2	—	18	55	8	63
	F.	6	—	—	—	—	—	2	—	—	—
University of Alberta, Edmonton, Alta.	M.	30	26	20	14	11	—	70	76	8	84
	F.	6	—	—	1	1	—	6	—	—	—
University of British Columbia, Vancouver, B.C.	M.	—	—	—	—	—	—	—	58	6	64
	F.	—	—	—	—	—	—	—	—	—	—
Total.....		1,486	253	121	645	36	86	637	2,696	302	2,998

SURVEY OF EDUCATION IN CANADA

113

112.—Universities of Canada: Number of Students in various Faculties, 1919-1920.

Name and Address of University.	Sex.	Arts and Pure Science.	En- gin- eering	Law.	Medi- cine.	Phar- macy.	Theo- logy.	All other.	Total excluding Duplicates.		
									Male.	Female.	Total.
University of King's College, Wind- sor, N.S.	M. F.	74 20	— —	33 1	— —	— —	17 —	— —	108	21	129
Dalhousie University, Halifax, N.S.	M. F.	155 113	— —	68 5	130 15	34 4	— —	120 11	483	139	622
Acadia University, Wolfville, N.S.	M. F.	125 105	86 —	— —	— —	— —	14 —	— —	225	105	330
University of St. Francis Xavier, Antigonish, N.S.	M. M.	137 25	12 —	— —	— —	— —	— —	105 —	137	25	267 ¹
University of New Brunswick, Fredericton, N.B.	M. F.	36 21	62 —	— —	— —	— —	— —	58 —	156	21	177
University of Mt. Allison, Sack- ville, N.B.	M. F.	97 73	57 —	— —	— —	— —	19 —	— —	173	73	246
University of St. Joseph's College, St. Joseph, N.B.	M. F.	60 —	— —	— —	— —	— —	— —	329 —	389	—	389
McGill University, Montreal, Que.	M. F.	287 200	620 —	131 4	624 10	27 5	— —	732 343	2,715	604	3,319
University of Bishop's College, Lennoxville, Que.	M. F.	30 27	— —	— —	— —	— —	11 —	— —	44	27	71
Université Laval, Quebec, Que.	M. F.	837 —	— —	75 —	128 —	— —	167 —	56 50	1,213	50	1,263
Université de Montreal, Montreal, Que.	M. F.	1,072 833	122 —	132 —	308 —	205 —	297 —	1,430 1,086	3,576	1,919	5,495
University of Toronto, Toronto, Ont.	M. F.	1,290 870	815 4	— —	1,203 81	— —	— —	454 564	3,726	1,511	5,237
Victoria University, Toronto, Ont.	M. F.	294 211	— —	— —	— —	— —	169 —	— —	364	211	575
University of Trinity College, Tor- onto, Ont.	M. F.	85 57	— —	— —	— —	— —	22 2	— —	107	59	166
Western University, London, Ont.	M. F.	53 51	— —	— —	120 —	— —	— —	12 17	185	70	255
Queen's University, Kingston, Ont.	M. F.	237 218	363 —	— —	223 —	— —	14 —	1,152 389	1,973	605	2,578
University of Ottawa, Ottawa, Ont.	M. F.	200 —	— —	— —	— —	— —	50 —	550 —	800	—	800
McMaster University, Toronto, Ont.	M. F.	170 85	— —	— —	— —	— —	31 2	2 —	194	87	281
University of Manitoba.	M. F.	580 246	92 5	118 —	193 27	35 1	— —	628 112	1,654	359	2,013
University of Saskatchewan, Sas- katoon, Sask.	M. F.	216 171	16 3	33 —	— —	66 —	— —	939 190	1,270	367	1,637
University of Alberta, Edmonton, Alta.	M. F.	199 167	71 —	82 9	121 12	31 31	6 —	243 49	855	251	1,106
University of British Columbia, Vancouver, B.C.	M. F.	345 336	161 1	— —	— —	— —	— —	683 2	1,189	341	1,530
Total .....	.....	10,108	2,482	699	3,195	423	821	10,201	21,536	6,845	28,486 ¹

¹Including 105 in St. Francis Xavier whose sex was not given.

113—Universities of Canada: Number of Students by Academic Years, 1919-20.

University	1st Year	2nd Year	3rd Year	4th Year	Post 4th and Grad- uate.	All Others	Total	No. of Degrees Conferred	
								Under- graduate	Graduate
King's College.....	28	50	20	13	6	12	129	11	7
Dalhousie.....	—	—	—	—	—	—	622	61	—
Acadia.....	127	100	50	35	5	13	330	33	—
St. Francis Xavier.....	65	32	32	19	2	117	267	18	4
New Brunswick.....	56	40	18	28	3	32	177	31	3
Mt. Allison.....	95	51	33	26	3	38	246	39	4
St. Joseph's College.....	14	18	15	13	—	329	389	12	1
McGill.....	1,025	544	365	302	95	988	3,319	272	17
Bishop's College.....	21	26	14	—	2	8	71	23	1
Laval.....	540	569	86	68	—	—	1,263	206	37
Montreal.....	686	343	256	47	277	3,886	5,495	463	537
Toronto.....	1,580	864	685	471	275	1,362	5,237	712	63
Victoria.....	174	96	101	83	5	46	575	4	—
Trinity College.....	52	36	20	14	26	18	166	5	7
Western.....	—	—	—	—	5	26	255	26	2
Queen's.....	649	339	267	267	169	887	2,578	201	21
Ottawa.....	—	—	—	—	—	—	800	36	43
McMaster.....	60	52	32	—	39	59	281	40	10
Manitoba.....	483	201	207	159	59	904	2,013	174	7
Saskatchewan.....	757	181	138	43	4	514	1,637	97	4
Alberta.....	—	—	—	—	—	—	1,176	69	18
British Columbia.....	492	178	138	62	20	640	1,530	59	10
Total.....	6,904	3,720	2,477	1,689	995	9,949	28,486	2,592	800

¹Total includes 2,752 not given by years.

114.—Universities of Canada: Financial Statistics, 1919-1920.

Name and Address	Sources of Income				Expenditure						
	Value of Endowments	Value of Land and Buildings	Total Assets	Investments	Sources of Income			Total Income	Current	Capital	Total
					Government and Municipal Grants	Fees	Other Sources				
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
University of King's College, Windsor, N.S.	191,000	238,000	439,000	11,335	—	17,282	3,100	31,707	33,510	—	33,510
Dalhousie University, Halifax, N.S.	646,000	875,000	1,646,000	35,244	1,200	61,626	6,267	104,337	104,237	—	104,237
Acadia University, Wolfville, N.S.	678,000	400,000	1,083,000	38,674	—	25,161	7,040	70,875	68,471	33,851	102,322
University of St. Francis-Xavier, Antigonish N.S.	104,970	294,952	429,628	5,897	—	930	66,267	73,093	71,576	8,866	80,442
University of New Brunswick, Fredericton, N.B.	400,000	300,000	425,000	2,522	25,000	12,110	—	39,693	38,974	—	38,974
Mt. Allison University, Saskatoon, N.B.	—	900,000	1,400,00	24,633	—	16,292	46,950	87,925	83,505	—	83,505
University of St. Joseph's College, St. Joseph, N.B.	12,235,201	324,000	365,000	697,593	101,068	58,150	14,240	72,391	66,985	5,177	72,112
McGill University, Montreal, Que. ¹	388,273	2,000,000	2,506,369	20,167	7,500	342,111	208,112	1,348,884	1,333,147	10,413	1,399,560
University of Bishop's College, Lennoxville, Que.	68,000	710,000	670,247	20,167	26,750	11,300	1,465	40,433	44,872	—	44,872
University Laval, Quebec, Que.	—	—	2,000,000	4,200	26,750	15,525	21,280	61,805	100,928	—	100,928
University of Montreal, Montreal, Que.	—	—	933,000	62,508	527,400	382,559	83,358	1,055,831	1,508,311	210,787	1,720,098
University of Toronto, Toronto, Ont.	2,175,972	1,092,322	7,536,055	73,500	—	19,414	51,936	1,434,850	141,534	—	141,534
Victoria University, Toronto, Ont.	—	—	3,268,294	—	—	—	—	—	—	—	—
University of Trinity College, Toronto, Ont.	1,791,495	2,376,285	4,346,080	77,317	125,000	145,103	12,619	360,039	95,000	—	374,841
Queen's University, Kingston, Ont.	—	450,000	500,000	—	80,000	15,000	—	95,000	—	—	95,000
Western University, London, Ont.	—	619,000	619,000	—	—	19,914	75,443	153,357	137,558	—	137,558
University of Ottawa, Ottawa, Ont.	900,000	400,000	1,320,000	51,742	—	30,631	—	82,373	83,785	7,872	91,657
McMaster University, Toronto, Ont.	1,105,833	1,025,632	2,131,465	66,800	443,284	66,294	10,000	586,378	327,616	286,977	614,593
University of Manitoba, Winnipeg, Man.	16,959	2,177,806	2,319,579	1,311	322,055	22,256	8,625	354,247	378,560	256,311	634,871
University of Saskatchewan, Saskatoon, Sask.	—	3,174,609	3,359,147	—	266,635	12,473	92,779	371,887	196,212	—	196,212
University of Alberta, Edmonton, Alta. ²	—	306,629	513,863	—	388,000	13,479	21,593	423,971	295,513	74,453	369,966
University of British Columbia, Vancouver, B.C.	—	—	—	—	—	—	—	—	—	—	—
Total Universities	20,712,171	26,086,335	56,830,727	1,173,554	2,338,892	1,507,579	731,074	7,039,089	5,191,244	900,707	6,542,212 ³

¹ The figures for McGill include Macdonald College.² 1918-1919 figures.³ Including \$40,261 not itemized as current and capital expenditure by Laval and Queen's.

Affiliated, Technical and Professional Colleges.

115.—Professional and Affiliated Colleges of Canada: Number of Teaching Staff and Students, 1919-20.

Name and Address.	Number of Teaching Staff.			Number of Students.		
	Male.	Female.	Total.	Male.	Female.	Total.
Prince of Wales College, Charlottetown, P.E.I.	7	3	10	74	158	232
St. Dunstan's College, Charlottetown, P.E.I.	12	—	12	290	—	290
Presbyterian College, Halifax, N.S.	4	—	4	32	—	32
College of Ste. Anne, Church Point, N.S.	13	—	13	130	—	130
Technical College, Halifax, N.S.	—	—	—	—	—	—
Agricultural College, Truro, N.S.	13	—	13	296	96	392
Holy Heart, Theological College, Halifax, N.S.	7	—	7	54	—	54
St. Mary's College, Halifax, N.S.	7	—	7	130	—	130
Macdonald College, Ste. Anne de Bellevue, Que.	37	20	57	381	341	722
Ecole des Hautes Etudes Commerciales, Montreal, Que.	9	—	9	340	—	340
Stanstead Wesleyan College, Stanstead, Que.	7	15	22	—	—	410
Presbyterian College, Montreal, Que.	6	—	6	42	7	49
Congregational College of Canada, Montreal, Que.	2	—	2	15	—	15
Montreal Diocesan Theological College, Montreal, Que.	4	—	4	14	—	14
Wesleyan Theological College, Montreal, Que.	4	—	4	88	—	88
Wycliffe College, Toronto, Ont.	7	1	8	60	—	60
Knox College, Toronto, Ont.	17	—	17	92	22	114
St. Michael's College, Toronto, Ont.	14	12	26	118	82	200
Ontario Agricultural College, Guelph, Ont.	48	12	60	1,631	436	2,067
Ontario College of Arts, Toronto, Ont.	7	5	12	171	266	437
Ontario College of Pharmacy, Toronto, Ont.	6	—	6	137	7	144
Ontario Law School "Osgoode Hall," Toronto, Ont.	7	—	7	619	21	640
Toronto Bible College, Toronto, Ont.	6	1	7	114	215	329
Royal College of Dental Surgeons, Toronto, Ont.	61	1	62	789	14	803
Ontario Veterinary College, Toronto, Ont.	23	—	23	95	—	95
Waterloo College Lutheran and Theological Seminary, Waterloo, Ont.	6	—	6	49	—	49
Huron College, London, Ont.	6	—	6	23	—	23
St. Jerome's College, Kitchener, Ont.	13	—	13	165	—	165
Royal Military College, Kingston, Ont.	20	—	20	165	—	165
Brandon College, Brandon, Man.	—	—	—	69	49	419
Manitoba Law School, Winnipeg, Man.	21	—	21	118	5	123
Wesley College, Winnipeg, Man.	11	3	14	—	—	300
Manitoba Agricultural College, Winnipeg, Man.	29	9	38	758	364	1,122
St. John's College, Winnipeg, Man.	—	—	—	—	—	—
Emmanuel College, Saskatoon, Sask.	3	—	3	20	—	20
Presbyterian Theological College, Saskatoon, Sask.	3	—	3	31	—	31
St. Chad's College, Regina, Sask.	5	—	5	9	—	9
Edmonton Jesuit College, Edmonton, Alta.	17	—	17	186	—	186
Robertson College, Edmonton (South), Alta.	3	—	3	33	—	33
Institute of Technology and Art, Calgary, Alta.	22	—	22	415	—	415
Royal Naval College, Esquimalt, B.C.	11	—	11	46	—	46
The Anglican Theological College of B.C., Vancouver, B.C.	4	—	4	9	—	9
Columbia Methodist College, Vancouver, B.C.	—	—	—	—	—	—
Total.	502	82	584	7,808	2,083	10,902 ¹

¹Including 1,011 whose sex is not given.

116.—Professional and Affiliated Colleges of Canada: Financial Statistics, 1919-1920.

Name and Address.	Value of Endowments.	Value of Land and Buildings.	Sources of Income.					Expenditure.
			Investments.	Government Grants.	Fees.	Other Sources.	Total Income.	
	\$	\$	\$	\$	\$	\$	\$	\$
Prince of Wales College, Charlottetown, P.E.I....	—	175,000	—	16,197	1,500	—	1,500	17,697
Presbyterian College, Halifax, N.S.....	149,042	180,000	12,379	—	—	14,004	26,383	—
College of Saint-Anne, Church Point, N.S.....	—	90,000	—	—	25,000	10,000	35,000	32,500
Technical College, Halifax, N.S.....	—	400,000	—	—	—	—	34,413	66,179
Agricultural College, Truro, N.S.....	—	350,000	—	75,848	—	22,041	97,889	54,721
Holy Heart Theological College, Halifax, N.S....	—	300,000	—	—	10,800	3,000	13,800	17,000
St. Mary's College, Halifax, N.S.....	—	150,000	450	—	20,000	5,000	25,450	25,000
Macdonald College, St. Anne de Bellevue, Que...	4,000,000	3,500,000	207,363	11,500	14,667	135,000	368,530	368,530
Ecole des Hautes Etudes Commerciales, Montreal, Que.	—	788,685	—	70,000	1,696	603	72,299	69,855
Stanstead Wesleyan College, Stanstead, Que....	154,328	210,800	4,303	800	55,597	6,863	67,562	81,608
Presbyterian College, Montreal, Que.....	368,403	170,000	22,041	—	—	8,277	30,318	28,467
Congregational College of Canada, Montreal, Que.	—	—	7,354	—	—	4,159	11,513	10,176
Wesleyan Theological College, Montreal, Que....	129,552	225,000	6,482	—	300	17,883	24,665	24,676
Wycliffe College, Toronto, Ont.....	291,854	230,125	18,549	—	3,295	88,809	110,653	108,055
Knox College, Toronto, Ont.....	452,653	750,000	25,890	—	—	25,821	51,711	47,379
St. Michael's College, Toronto, Ont.....	—	585,000	—	—	24,900	8,750	33,650	33,650
Ontario Agricultural College, Guelph, Ont.....	—	2,000,000	—	—	18,416	—	158,187	471,068
Ontario College of Art, Toronto, Ont.....	—	—	—	12,000	7,345	102	19,447	17,000
Ontario College of Pharmacy, Toronto, Ont.....	3,615	48,535	573	—	37,593	2,466	40,632	31,130
Royal College of Dental Surgeons of Ontario, Toronto, Ont.....	—	350,000	—	100,000	146,940	16,468	263,408	265,408
Ontario Veterinary College, Toronto, Ont.....	—	300,000	—	45,000	8,075	—	53,075	45,000
Waterloo College, Lutheran and Theological Seminary, Waterloo, Ont.....	—	60,000	—	—	1,729	8,000	9,720	14,000
Huron College, London, Ont.....	45,205	40,000	5,176	—	3,539	4,650	13,365	14,539
St. Jerome's College, Kitchener, Ont.....	—	200,000	—	—	25,000	—	25,000	25,000
Royal Military College, Kingston, Ont.....	—	—	—	—	—	—	—	—
Brandon College, Brandon, Man.....	86,376	168,270	4,087	—	23,213	36,329	63,629	59,319
The Manitoba Law School, Winnipeg, Man.....	—	—	—	—	3,168	4,954	8,122	7,962
Wesley College, Winnipeg, Man.....	129,082	713,735	25,017	—	4,602	24,783	54,402	47,532
Manitoba Agricultural College, Winnipeg, Man....	—	5,000,000	—	—	13,869	60,265	74,134	340,039
St. John's College, Winnipeg, Man.....	200,000	250,000	9,000	—	2,000	—	11,000	—
Emmanuel College, Saskatoon, Sask.....	—	—	—	—	—	—	—	—
Presbyterian Theological College, Saskatoon, Sask.	—	30,000	—	—	130	10,822	10,952	10,900
St. Chad's College, Regina, Sask.....	10,000	140,000	—	—	958	—	958	4,437
Edmonton Jesuit College, Edmonton, Alberta....	—	140,000	—	—	38,300	5,000	43,300	39,600
Robertson College, Edmonton (South) Alberta...	4,155	8,000	242	—	—	9,990	10,233	7,327
Royal Naval College, Esquimalt, B.C.....	—	—	—	—	—	—	—	—
Anglican Theological College of B.C.—Vancouver B.C.....	—	—	—	—	—	—	—	—
Columbia Methodist College, New Westminster, B.C.....	—	—	—	—	—	—	—	—
Total.....	6,034,765	17,688,150	349,406	332,655	492,623	554,739	1,887,416	2,410,151

117.—Universities and Professional and Affiliated Colleges of Canada: Students in Attendance by their Provinces of Residence, 1919-20.

Name of University.	Students by Provinces.											Canada
	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Dis.	Outside Canada.	
King's College	11	49	55	—	3	—	—	—	—	—	11	129
Dalhousie	26	515	46	1	2	—	2	2	—	—	28	622
Acadia	10	233	76	3	—	—	—	1	1	—	6	330
St. Francis Xavier	2	228	24	1	8	1	—	—	—	—	3	267
New Brunswick	—	4	167	—	1	—	—	—	—	—	3	177
Mount Allison	8	106	87	3	—	—	—	—	—	—	41	246
St. Joseph's	3	11	289	62	6	—	—	—	—	—	18	389
McGill	32	107	123	2,140	393	29	31	37	83	—	344	3,319
Bishop's	—	—	1	63	7	—	—	—	—	—	—	71
Laval	7	2	9	1,234	—	2	2	1	—	—	6	1,263
Montreal	—	—	—	5,457	31	—	—	—	—	—	7	5,495
Toronto	3	31	21	35	4,733	42	97	50	86	3	136	5,237
Victoria	—	—	3	2	515	3	21	3	7	—	21	575
Trinity	1	1	—	—	149	1	1	2	5	—	5	166
Western	—	—	—	—	252	—	2	—	—	—	1	255
Queen's	2	16	12	47	3,265	19	106	40	31	1	39	2,578
Ottawa	—	—	2	280	500	1	2	1	—	—	14	800
McMaster	—	—	1	7	238	6	4	5	8	—	12	281
Manitoba	—	—	1	—	15	1,883	87	12	11	—	4	2,013
Saskatchewan	5	8	1	6	26	23	1,528	9	3	—	28	1,637
Alberta	—	—	—	—	—	—	—	1,106	—	—	—	1,106
British Columbia	—	1	—	—	7	3	4	3	1,492	1	19	1,530
Total Universities	110	1,312	918	9,343	9,153	2,013	1,887	1,272	1,727	5	746	28,486
Total Colleges	551	671	87	895	5,015	1,725	185	605	67	1	255	10,051
Grand total	661	1,983	1,005	10,238	14,168	3,738	2,072	1,877	1,794	6	1,001	38,543

¹Excluding McDonald College (722) and Manitoba Law School (123), which are already included in figures for Universities.

118.—Universities and Professional and Affiliated Colleges of Canada: Students in Attendance in the Various Faculties by Provinces, 1919-20.

Faculties.	Students by Provinces.									
	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Canada.
Arts and Pure Science.....	232	909	287	3,604	4,595	1,110	387	448	681	12,253
Agriculture.....	220	286	—	520	1,370	381	246	175	45	3,243
Architecture.....	—	—	—	26	—	3	—	4	—	33
Commerce.....	—	—	—	770	275	—	31	44	—	1,120
Dentistry.....	—	54	—	246	803	—	—	25	—	1,128
Education.....	220	—	—	1,737	539	—	—	—	—	2,496
Engineering.....	—	169	119	742	1,182	92	16	71	162	2,553
Forestry.....	—	—	58	18	48	—	—	—	—	124
Household Science.....	109	—	—	252	176	155	—	11	—	703
Law.....	—	107	—	342	537	123	36	91	—	1,236
Medicine.....	—	135	—	1,075	1,627	220	—	163	—	3,220
Music.....	—	30	—	418	20	139	—	—	—	607
Pharmacy.....	—	38	—	252	144	36	69	43	—	582
Theology.....	—	109	19	555	764	—	63	23	9	1,542
Veterinary Medicine.....	—	—	—	23	95	—	—	—	—	118
Summer Schools.....	—	—	—	84	705	637	157	18	—	1,601
Extension Courses.....	—	2,740 ¹	—	926	523	739	331	289	—	5,548
Correspondence Courses.....	—	—	—	—	529	—	—	180	—	709
Social Service.....	—	—	—	7	355	—	—	—	2	364
Art.....	—	—	—	—	437	—	—	—	—	437
Military and Naval.....	—	—	—	—	165	—	—	—	46	211
Total (including preparatory and other courses but excluding duplicates).....	522	2,086	812	11,064	15,183	3,854	1,697	1,740	1,585	38,543

¹Nova Scotia Technical College: this item arrived too late to be included in general totals.

²The totals in this table differ from the totals in table 117 because the latter gives the students by provinces of residence of the students, regardless of the location of the institutions, while table 118 gives the students by the province in which the institution is situated. The total for Quebec in table 118 differs from that in table 1 because table 118 includes the Classical Colleges and gives later figures.

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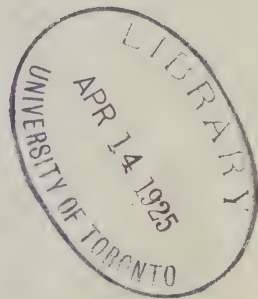
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PREFACE.

In the Historical Survey of Education Statistics issued by the Bureau in 1921, it was stated that that publication was intended to serve as an introduction to a series of annual reports based upon the operation of the new scheme of co-ordinated statistics of education approved by the Conference held in October, 1920. The following report is the first of this series.

Necessarily, so large a scheme as the co-ordination of education statistics throughout Canada takes some time to carry into full operation. The extent to which it has proceeded in the present report will be evidenced in the existence of what must always be the most important feature of education statistics—age-grade tables. These tables occupy the greater portion of the report and are given for five provinces. In next year's report the investigation will be extended to at least two additional provinces, and it will be possible to give fuller particulars regarding attendance and teachers. Attention is also called to the first part of Table I and Tables II and III which, it is believed, give a closer approximation to the total number of persons attending educational institutions in Canada than any tables hitherto published. Important new information is also given in the tables on higher education, while statistics of private institutions covering nearly all the provinces of Canada are published for the first time.

It is suggested in reading the present report that stress ought not to be laid upon points of difference between provinces which seem to be revealed by comparative tables, since the figures are often merely the result of individuality of expression or conditions. Moreover, the accompanying circumstances must always be taken into account. Direct comparisons, therefore, should be confined largely to the historical tables (such as Tables 4, 42 and 59 to 62, showing enrolment in school from the earliest period, sex distribution in secondary grades, teachers in training and cost of education), which afford a basis of comparison by showing the *rate of progress* between provinces and between the present of a province and its own past. In a new country it is not so much its actual present status as its steady progress that is significant. Among the most fitting subjects of comparison for purposes of *differentiation* in a report for one year only are: (1) the different types of schools for the same province and (2) the different attainments of the sexes in the same schools. For this reason a considerable amount of space in this report has been given over to school-type and sex distribution by age and grade.

What should be stressed in comparing the figures of one province with another is not their points of difference but their points of resemblance. In spite of differences in programmes of study, provincial aims and conditions, the actual standing at a certain age in different provinces is roughly the same. Indeed there would seem to be at least as much difference between attainments in different types of schools in the same province as there is between the attainments in one province and another. This would point to the conclusion that in generating, stimulating and measuring progress at school there are three factors which are practically constant as between provinces—the influence of which breaks through all differences in school system and local condition—(1) the mentality of the pupil, (2) regularity of attendance at school and (3) the influence and judgment of the good teacher. In connection with the first

mentioned factor, it should be interesting to follow up the references given in the paragraph on the National Committee of Mental Hygiene and to read the discussion on medical inspection in the review of each province; in relation to the second factor, it is important to notice that in 1921 the percentage of attendance in the maritime provinces was higher than in any year in their history; in connection with the third, almost every outward means of promoting efficiency in the teacher showed in 1920-21 an improvement over previous years. Among these may be mentioned: (1) salaries in all provinces; (2) the raising of the minimum standard for normal school entrance in Manitoba and Alberta; (3) the advance of loans by the provinces of New Brunswick and Alberta to enable prospective teachers to take normal training, and the consequent increase in the attendance at normal school in these provinces; (4) the activities of the Institute of Pedagogy of Montreal.

The report consists of two parts with introductory notes, the latter consisting of definitions of terms (given in alphabetical order and intended to serve as a glossary), and a summary of certain regulations in different provinces. Part I is a review of educational activities in each province, as well as of national and general educational activities. To this part is appended a summary of educational legislation during the year 1921. Part II consists of statistical tables in fourteen sections, proceeding in regular order from a general summary of education statistics to a detailed description of the grading of pupils and the classification of teachers. The remaining four sections are devoted to statistics of the cost of public education and to statistics of higher education and of private and Indian schools.

The report is the work of Mr. M. C. MacLean, A.M., under the supervision of Professor S. A. Cudmore, M.A., F.S.S., Chief of Education Statistics.

R. H. COATS,
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INTRODUCTORY NOTES---DEFINITION OF TERMS AND SUMMARY OF EDUCATIONAL REGULATIONS.

Definition of Terms.

- Academy*.—In Nova Scotia, a pure high school free to all qualified pupils in the county where situated; in Quebec, a school equipped to teach the work of every grade in the primary schools; that is, to the end of year 8 in the Roman Catholic schools and year 11 in the Protestant schools. In other provinces academy generally means a private institution such as a boys' or girls' college, etc.
- Affiliated College*.—An institution doing work of university grade, and in the case of the professional colleges, work leading to a professional degree; the degrees of an affiliated college are conferred by the university to which it is affiliated. In most Canadian affiliated colleges (not professional colleges), work below university grade is also done; that is, the college often carries on the preparation of pupils from the high school entrance year through the high school grades and matriculation work up to the completion of undergraduate work and a degree in Arts or in some other faculty. Commercial work also is sometimes done in these colleges.
- Annexed College*.—In Quebec, a college is said to be annexed when the university merely approves the curriculum and by-laws, is represented at the examinations, and sanctions the diplomas awarded by these colleges.
- Associated College*.—In Quebec, an associated college is an affiliated college situated outside the province.
- Assisted Schools*.—In British Columbia, a school of which the teacher's salary is paid entirely by the province.
- Business College*.—In Canada the term is generally applied to a private institution teaching any or all forms of commercial work with the literary preparation for that work. These institutions generally confer their own diplomas, while also preparing students for public examinations such as those for the Civil Service, and chartered accountants.
- City School Superintendent*.—An experienced teacher appointed by the school board of a city to take charge of all schools under that board and to act as an expert advisor to the board; he bears the same relation to all the schools as the principal bears to one school.
- Classroom*.—In New Brunswick, a small room attached to the school room to which pupils are withdrawn from time to time to be drilled by the classroom assistant; in other provinces, a school room in which the classes are taught.
- Classical College*.—In Quebec this is classed as a secondary institution, but corresponds fairly closely to the affiliated colleges already described. It is not under the control of the Department of Public Instruction.
- Collegiate Department*.—In Manitoba, a school in a town which has three teachers teaching high school work only, in contradistinction to "high school", which has only two such teachers. This "Department" is housed in the same building and under the same principal as the elementary classes. The latter fact distinguishes it from Collegiate Institutes, where only high school and technical classes are housed.
- Collegiate Institute*.—In Ontario, Manitoba and Saskatchewan, a pure high school (sometimes technical school) which has attained to a certain standard in equipment and staff; in other provinces a "college".
- Commissioners, Board of*.—In Quebec, where the school legislative unit is the municipality instead of the district or section, the regular school board is called the Board of Commissioners, while the dissentient board (in other provinces called the "Separate School Board") whether Roman Catholic or Protestant is called the board of trustees.
- Commissioners, District*.—The educational unit which is called "a school district" in all other provinces except Quebec and Ontario is in Nova Scotia called a school section; all these sections are included in 33 "districts" under district commissioners, with powers now mainly confined to altering the boundaries of school sections. The inspector is *ex officio* the secretary of the district commissioners.
- Commissioners, School*.—In Nova Scotia, the name given to school boards in incorporated towns.
- Consolidation*.—An amalgamation of two or more rural schools, or of rural schools with village or town schools, either for the purpose of uniting to strengthen the means of school support, where the original schools were small or poor, or for the purpose of providing a graded school and other advantages such as conveyance, instead of the original one-room school. In some cases (as in Saskatchewan) it need not be an amalgamation. The original district may be a "large district" with a graded school and provisions for conveyance, etc.
- Day Schools, Public Controlled, Ordinary or General*.—A term used in this report (the word "general" schools is used in Nova Scotia reports) to define all day schools doing the work of the ordinary school grades (kindergarten and grades I to XII) and under the control of the Department of Education, in contradistinction to publicly controlled technical, special and night schools on the one hand and private schools on the other; it includes all the publicly controlled primary schools in Quebec and "public", "separate" and "secondary" schools in Ontario, Saskatchewan and other provinces where the terms are used.
- Department of Education—Department of Public Instruction*.—The latter term is used in Quebec, the former term in all other provinces—to define the chief permanent central body in charge of public education; in Quebec the department is not under the direction of the Provincial Government, but linked with it through the Provincial Secretary; in the other provinces it is directly under the provincial government.
- District, School*.—In all provinces except Nova Scotia, Quebec and Ontario, the smallest legislative school unit locally governed by a board of school trustees (called "section" in Nova Scotia and Ontario); in Nova Scotia, see District Commissioners above; in Ontario it refers to a high school district; in Quebec it is a subdivision of the school municipality.
- District, municipal*.—See Commissioners, district.
- District, minor*.—Formerly used in Prince Edward Island to define a school district of which the school enrolment and average attendance fell short of the minimum requirements.
- District, poor*.—In New Brunswick, a school district needing a special government grant for its support.
- Division, School*.—In British Columbia, a department or classroom in a school.
- Elementary grades*.—In Quebec the first four "years" in the case of Roman Catholic, and seven "years" in the case of Protestant, primary schools; in all other provinces, the grades up to and including

Definition of Terms—Concluded.

- grade VIII** except in the case of Junior High Schools, where grades VII and VIII are considered Junior High School grades.
- Elementary School.**—A school equipped and staffed to teach the work of elementary grades.
- First Class School.**—In Prince Edward Island a graded school equipped and staffed to teach high school as well as elementary school grades.
- General School.**—See Day Schools., etc.
- Grades, School.**—The subdivisions of the work of ordinary day schools. The elementary "grades" being in most provinces Grades I to VIII and the Secondary Grades, IX to XII.
- Graded School.**—A school with more than one class room or teacher.
- High School.**—In all provinces, a school with at least one teacher devoting most of his or her time to work above Grade VIII; a "pure" high school is an institution where no other work is done below Grade IX (or Grade VIII with high school subjects such as Algebra and Latin).
- Independent School.**—In Quebec, a school not directly under the control of the Department of Public Instruction. The primary Independent Schools like the publicly controlled schools are classified as elementary, model and academies.
- Inspector.**—In all provinces except Quebec and Ontario, an officer appointed by the Provincial Governments to inspect schools in a defined area; in Ontario the county or city inspectors are appointed from among persons holding inspectors' certificates and paid half their salary by the councils, the other half by the Government. The inspectors in unorganized areas, also secondary school and chief inspectors are appointed and paid by the province; in Quebec, inspectors are appointed and paid by the Department of Public Instruction.
- Intermediate Grade.**—In British Columbia, the Third Reader (or Grades V and VI) of the elementary grades; also the third year of the high school grades.
- Intermediate School.**—In Manitoba, a graded school with one teacher employed for high school work.
- Kindergarten Primary.**—In Ontario, a school or room combining the work of the kindergarten and of grade I.
- Model School.**—In Quebec, formerly a school equipped and staffed to teach work up to the end of the 6th year in Roman Catholic schools and the 9th year in Protestant schools; in Ontario, it is used in two different senses: (1) a training school for 3rd class teachers; (2) a school in connection with a normal school for practice teaching; in all other provinces, it has the last mentioned significance.
- Official Trustee.**—A trustee specially appointed to deal with unusual problems in a school district or section, or to take the place of the regular board where the latter refuses or fails to carry out the provisions of the Education Act.
- Primary School.**—In Quebec, the name given to the ordinary day schools under the Department of Public Instruction (also to certain independent schools); it is used in contradistinction to secondary schools, special schools and superior schools (schools of university grade), but secondary schools have not the same significance here as in other provinces and the primary schools correspond to the general schools of other provinces.
- Public Schools.**—In Ontario, elementary publicly controlled schools as distinguished from elementary denominational or coloured separate schools, which are also publicly controlled.
- Rural Municipal Schools.**—In British Columbia, schools, whether consolidated or not, which are united under single rural municipality boards instead of individual boards of trustees; this is the regular system in Quebec. Manitoba also has a number of Rural Municipal schools.
- Secondary Grade.**—School grades in advance of grade VIII, usually grades IX to XII.
- Secondary Schools.**—In most provinces schools organized to teach work of secondary grades; in Quebec Roman Catholic education, the term is confined to such institutions as the Classical colleges.
- Section, School.**—A term used in Nova Scotia and Ontario with the same meaning as school district defined above.
- Section, Poor.**—A term used in Nova Scotia with the same meaning as poor district defined above.
- Separate School.**—Used in Ontario, Saskatchewan and Alberta to describe denominational (sometimes coloured) dissentient schools under public control; in Quebec, these are called trustee schools as distinguished from Commissioner or majority schools, the latter being either Roman Catholic or Protestant according as either forms the majority in the community.
- School.**—In Nova Scotia, New Brunswick and Saskatchewan, a school room in charge of a teacher; in other provinces the whole school institution (house and grounds).
- Special Schools.**—Schools under university grade other than the general schools, such as night schools and technical schools.
- Superior School.**—In Quebec a school of university grade; in New Brunswick a school equipped and staffed to teach high school work and free to all children of school age in a parish¹; in British Columbia, a school equipped and staffed to teach the upper elementary and two high school grades.
- Technical School.**—A school equipped and staffed to teach vocational work, or prevocational work such as manual training.

Ages of Free Admission into Schools.

- (1) *Prince Edward Island.*—Resident children from the 6th to the 16th year of their age; older children if there is accommodation.
- (2) *Nova Scotia.*—Trustees must provide accommodation for all residents over 5 years of age who wish to attend.
- (3) *New Brunswick.*—Trustees must provide accommodation for residents between 6 and 20; others may attend if there is accommodation.
- (4) *Quebec.*—Usually 7 to 16 in elementary schools, but there is nearly always a fee charged and children 7 to 14 have to pay this fee whether they attend school or not.
- (5) *Ontario.*—The public schools are free to all residents (except separate school supporters) between the ages of 5 and 21; the separate schools are free to separate school supporters.
- (6) *Manitoba.*—Accommodation must be provided for all residents between the ages of 5 and 21 in rural communities, and 6 and 21 in urban.
- (7) *Saskatchewan.*—In rural and village districts between 5 and 21; in towns and cities, between 6 and 21.
- (8) *Alberta.*—Children are admitted to Alberta schools as soon as they have attained the age of six.
- (9) *British Columbia.*—Accommodation must be provided between the ages of 5 and 16 years.

¹The High School which is free to all qualified pupils in the county is in New Brunswick called a Grammar School.

Ages of Compulsory Attendance.

(1) *Prince Edward Island*.—Ages 7 to 13, inclusive; monthly attendance must be sixty per cent of the days schools are in operation.

(2) *Nova Scotia*.—Ages 7 to 14 in rural schools; ages 6 to 16 in towns and cities. Within the age limits, children in town and country schools must attend regularly, must be reported for discipline when 5 days absent; and parents and guardians in addition to fines may have 2 cents a day added to their taxes for each absence to compensate the section for the loss of the "attendance" portion of the Municipal school fund.

(3) *New Brunswick* (on resolution of trustees, but the question must be brought up at every annual meeting until adopted).—Ages 7 to 12 or grade VII standing; in St. John, Chatham and Newcastle, 6 to 14; period eighty full days. Employment of children under 16 may be forbidden by board.

(4) *Quebec*.—No compulsory regulations.

(5) *Ontario*.—

(a) Children 8 to 14 must attend full time; children from 5 to 8, if enrolled must attend full time to the end of the school term for which they are enrolled.

(b) Adolescents 14 to 16 who have not attained a university matriculation standing must attend full time; those exempted on the pleas of circumstances compelling them to go to work must attend part time for 400 hours a year in municipalities where part-time courses are provided. This provision came into force in September, 1921. In September 1922 urban municipalities with a population of 5,000 and over will be required to provide part-time courses.

(c) Adolescents 16 to 18 who did not attend full time to sixteen and have not attained a university matriculation standing must attend 320 hours a year. This provision will come into effect in September, 1923.

Manitoba.—All children between 7 and 14 (who have not attained entrance to high school must attend full time. Any pupil over 14 if enrolled must attend regularly. A child over 12 may be exempted for employment, but only six weeks in the term. Employment under 14 (except as mentioned) is forbidden. The board of any district having an attendance officer may compel children to attend up to the age of 15.

Saskatchewan.—All children 7 to 14 who have not passed grade VIII standing must attend full time. Employment of children under 14 forbidden. Deaf mutes between the ages of 8 and 15 must attend an institution seven months in each year.

Alberta.—All children 7 to 15 who have not passed grade VIII must attend full time. If they have reached the age of 14 and are usefully employed they may be exempted.

British Columbia.—All children between 7 and 14 inclusive must attend full time during the school year.

School Year and Vacations.

Prince Edward Island.—July 1 to June 30; for financial purposes in Charlottetown and Summerside, calendar year. In Charlottetown and Summerside (and in other incorporated towns if desired) there are vacations of eight weeks in summer and one week in December; elsewhere there is a summer vacation of six weeks beginning July 1, a fall vacation of two weeks in October, and a winter vacation of one week in December; or, at the option of the District, there may be three weeks in May, three weeks in October and one week in either July or December.

Nova Scotia.—August 1 to July 31. There is a summer vacation of about eight weeks in July and August (but with the consent of the inspector, trustees may fix these for January and February) and two weeks beginning Saturday before Christmas.

New Brunswick.—July 1 to June 30 with a summer vacation of 8 weeks commencing July 1, and a winter vacation of two weeks commencing the Saturday before Christmas.

Quebec.—July 1 to June 30. The Roman Catholic Committee regulations require schools closed, each year, from the 1st of July to the first Monday in September; the Protestant Committee regulations, from the 1st of July to the 15th of August, but in practice schools may open in September.

Ontario.—In public and separate schools the school year consists of two terms:—September 1 to December 22 and January 3 to June 20; in secondary schools (high schools and collegiate institutes) the school year is the same except that schools open on the first Tuesday in September. In addition to the interval between these terms there is a vacation of one week following Easter. Statistics of the public and separate schools which are shown in this report, however, are for the two terms which make up the calendar year; while those for secondary schools, normal schools, technical schools, etc. are given for the year beginning in September.

Manitoba.—July 1 to June 30 with the following vacations:—

(a) Easter—the full week beginning with Easter Sunday.

(b) Midsummer—from the first day of July to the third Monday in August, both days inclusive, or by a special resolution of the board, to the first day of September.

(c) Christmas, from the twenty-fourth day of December to the second day of January, both days inclusive.

Saskatchewan.—For finances, calendar year; for statistics, July 1 to June 30 with the following vacations:—

In rural and village districts at least seven weeks in the year, of which one to six weeks must be in summer. The summer vacation comes between July 1 and October 1, and the winter between December 23 and February 15. In towns and cities at least seven weeks, six weeks commencing July 2 and nine days commencing December 23. (Up to 1920, however, statistics have been given for the calendar year.)

Alberta.—(1) For finances, calendar year.

(2) For statistics academic year, that is, from July 1 to June 30. (Up to the year 1920, however, statistics have been given for the calendar year.) The vacations are: In rural districts, seven to ten weeks; summer between June 15 and September 1; winter, December 24 to January 2. In towns and cities, eight to twelve weeks.

British Columbia.—July 1 to June 30. The vacations are: summer, last Friday in June up to the Tuesday immediately following Labour Day; winter, two weeks preceding first Monday in January. Easter four days following Easter Monday.

PART I.---REVIEW OF EDUCATIONAL ACTIVITIES IN CANADA DURING THE YEAR 1921.

PRINCE EDWARD ISLAND.

Attendance in General Schools.—During the year 1921 Prince Edward Island had in operation 461 schools under the control of the Department of Education and not including Prince of Wales College or the Technical and Agricultural school. These schools had 590 departments or classrooms; 403 were primary schools which in this province means a one-room school, 29 with 62 departments were “advanced graded”, and 29 with 125 departments were First Class schools, that is, graded schools in which provision is made for teaching high school, as well as elementary work. The enrolment was 17,510, of which 8,913 were boys and 8,957 girls, while the average daily attendance was 11,446, being 65.3 per cent of the enrolment. The population of the Island in 1921 was 88,615, the lowest since 1861; the enrolment shows an increase of 156 over that of 1920, which was the lowest since 1877; the average attendance, however, was the highest since 1910 (with the exception of 1915). The percentage of attendance, although it is still the third lowest in Canada owing to the preponderance of pupils attending ungraded or rural schools (11,549) over those attending graded schools (5,961), a preponderance almost twice great as in any other province, was the highest in the history of the province. In this connection it will be interesting to read the summary of educational legislation on page 41. There it will be seen that the province in 1921 amended the Act so that if a school district does not show a daily average attendance of 60 per cent of the population of school age in the district, a deduction is made from the provincial grant for teachers’ salary proportionate to the extent to which the attendance falls short of this 60 per cent. This deduction may be levied upon the defaulting parents and guardians, except where non-attendance is due to epidemic diseases, etc. The school age in Prince Edward Island is 6 to 15 inclusive. According to the 1911 Census the population at these ages was 22.25 p.c. of the total population. If the same proportion held good in 1921 there should have been 19,716 children of school age. The average attendance of 11,446 is a little over 58 per cent of this population. However, it is very likely that the population at school age decreased since 1911 faster than the total population, this being a common phenomenon in the case of decreasing population, so that it is probable that the 60 per cent minimum of attendance was reached in 1921. On the other hand the average attendance in 1920 was 10,991, or 63.3 p.c. of the enrolment, while in 1919 it was only 62 per cent. It looks then as if the 60 per cent minimum was reached in 1921 for the first time. This is all the more interesting in view of the fact that the amendment to the Act, and another amendment making compulsory attendance laws more stringent, were not passed till the spring of 1921, or near the end of the school year. In 1921 the percentage of attendance in primary schools was 62.1 and in the graded and first class schools, 67.6 and 73 respectively; in 1920, the percentages in the same schools were about 59, 66 and 73 respectively, showing that the improvement in attendance took place in the rural schools, and to the extent of nearly 6 per cent.

Attendance at other Schools.—In addition to the 17,510 pupils enrolled in the ordinary day schools, 241 were enrolled in Prince of Wales College, 241 in St. Dunstan’s University, 42 in Indian schools, 145 in technical schools and 260 in private schools, making a grand total of 18,439. In addition to these there were 32 Prince Edward Island students attending universities in Nova

Scotia, 15 in New Brunswick, 43 in Quebec, 8 in Ontario and 4 in Saskatchewan, making a total of 102 attending universities in other provinces, while 20 were reported as attending affiliated colleges in other provinces. Besides these, 7 attended the school for the deaf and 4 the school for the blind in Nova Scotia, making a grand total on record as attending educational institutions of 18,572 or 1,062 over and above those attending the regular day schools. There are also a navigation school and a few business colleges in the province, but statistics of these and of some of the private schools are not as yet available.

Results of School Attendance.—The immediate results of school attendance can be told statistically only by the grade of standing of those in attendance. Prince Edward Island while dividing its city school work into grades corresponding to grades I to X in other provinces, does not give statistics of these grades, and shows only the number in each of four "forms". The highest of these forms (form IV) corresponds fairly closely to grades VIII and IX in other provinces and had in 1921 an enrolment of 1,462. The number doing preparatory work at Prince of Wales College was 227 and at St. Dunstan's 146, while the number in grade VIII and upward in private schools was 20, making a total of about 1,855 above grade VII, while the number in university grades was 231. In the technical classes there were 35 in attendance who may be assumed to be adolescents or adults and doing continuation work, so that 2,121 Prince Edward Island pupils or students may be assumed to be doing work above elementary grades. This is 11.4 per cent of the total enrolment of all educational institutions in the province and 2.4 per cent of the total population.

Teachers, Salaries and School Support.—The teachers during the year numbered 591 of whom 103 were males and 488 females; 95 held First Class certificates, 355, Second Class, 133, Third Class and 8, permits. The percentage of male teachers had been decreasing steadily up till 1920 and the 1921 proportion of 21 per cent is better than that of the two previous years; the percentage of First Class teachers being also higher than during these years. The salaries of First Class male teachers were \$886, or about 40 per cent better than during the previous year; of Second Class males, \$574, or 50 per cent better; of Third Class males, \$563, or 47 per cent better; those of First Class females were \$650, or about 50 per cent better. The chief superintendent accounts for these increases: (1) by a higher scale of provincial grants for teacher's salaries brought into effect by the Public Schools Act of 1920, (2) by the law then for the first time making compulsory a district contribution to the teacher's salary, (3) by the scarcity of teachers, but chiefly by (4) "a growing appreciation of the work of the schools and an increasing willingness to make sacrifices that the schools might be improved". The districts voted altogether \$157,766 as against \$147,393 in 1920 or an increase of about 7 per cent. Of this sum, \$86,613 was voted for teachers' salaries. The actual expenditure by the districts on teachers' salaries in 1921 was \$81,278 being 25 per cent more than in 1920, about 90 per cent more than in 1919, about 147 per cent more than in 1918 and so on steadily back until we reach over 800 per cent more than in 1901. The total government expenditure on education during the same period has increased from \$128,288 to \$244,347 or about 90 per cent.

Medical Inspection.—During 1921 medical inspection was introduced into the schools with the co-operation of the Red Cross Society. In all, 20 schools were inspected and 2,418 pupils were examined, weighed and measured. The proportion of pupils without defects was 6.7 per cent of those examined, or 19.2 per cent without defects other than teeth. There is no mention of the nature of the schools visited, whether they were taken at random or specially selected. The society provided the funds for the inspection which was carried on by its own nurses with the aid of local medical men. This very important step depends for its continuation after 1922 upon provincial or local aid.

Agricultural and Technical School.—The Agricultural and Technical School, opened in November, 1920, is aided by each of the Dominion Government grants for agricultural education and for technical education. During the year it had an enrolment of 145, of whom 35 were in day classes and 110 in evening classes. It is being suggested that the school should extend its scope by including household science and fish canning and certain industries peculiar to the province.

Small Schools.—The above facts and figures would seem to point towards an educational revival in Prince Edward Island. One of the serious drawbacks as suggested by the superintendent is the number of small schools. He points out that during the year 1921 there were 146 schools with an average attendance of from 3 to 14 pupils, 58 of these having fewer than 11 pupils. This represents over 30 per cent of the total number of schools in the province. He further points out that the per capita cost of maintaining certain typical small schools is \$65 while that of maintaining the schools of Charlottetown and Summerside is only \$41.77, and of the whole province \$31.82. He further points out that the excessive cost of these schools is their least objectionable feature, and that the small school is in most cases an inefficient school. He suggests that in the majority of cases there would be a great improvement if these schools were closed, the districts merged with others, and the children if necessary conveyed in vans.

NOVA SCOTIA.

Enrolment in General Schools.—During the year 1921 Nova Scotia had in operation 1,779 school sections, 1,787 school houses, 2,871 school rooms and 2,898 schools. "School" in Nova Scotia represents a teacher in charge of a full class of pupils in a school room. The enrolment in general schools, (which term is used in this province to include the elementary and secondary schools teaching the ordinary school grades, or grades I to XII), was 109,483, the highest in the history of the province, and 451 in excess of the next highest enrolment, that of 1916. The province has shown a steady increase in enrolment since 1865 with depressions at 1873-4, 1880, 1887-1892, 1897, 1899-1904 and 1917-1920. The following table will show the various levels reached at certain periods in the enrolment in Nova Scotia. Within the periods given the increase has been steady from year to year; between the periods there were depressions followed by a steady increase until the last level was reached and passed.

School year	Enrolment at beginning and end of period	Index of increase	Actual population in nearest census year	Index of increase	Census year
1865-1871.....	39,461 to 75,995.....	100 -192.6	330,857	100	1861
1874-1879.....	76,277 to 82,998.....	193.3-210.3	387,800	117.2	1871
1885-1886.....	84,025 to 85,714.....	212.9-217.2	440,572	133.2	1881
1893-1896.....	93,899 to 102,032.....	237.9-256.0	450,396	136.1	1891
1898.....	101,203.....	256.5	459,574	138.9	1901
1909-1916.....	102,035 to 109,189.....	258.6-276.7	492,338	148.8	1911
1921.....	109,483.....	277.5	523,837	158.3	1921

The figures of enrolment up till 1893 are not strictly comparable with those after that period as the former are the average enrolment for the two terms into which the school year was then divided, while the latter represent the total on the register during the whole year. When the yearly system was introduced in 1893, there was a remarkable increase of 8,872 or more than 10 per cent over the year before. This is largely accounted for by the fact that pupils, who under the two term system attended during the first term only and were not kept on the register during the second term, were under the yearly system kept on the register during the whole year. This does not by any means represent the full

rate of increase of school enrolment as compared with that of the population, for it does not take into account those attending technical schools and other public educational institutions which have increased very rapidly during recent years.

Average Attendance.—The average daily attendance tells much more than the enrolment, for this after all is what counts in school attendance. That for 1921 was 73,238, the highest in the history of the province and exceeding the next highest, that of 1915, by 2,877, or 4 per cent. Average attendance is much more liable to fluctuations than enrolment and cannot be expected to show the same steadiness of increase from year to year, but the level has been rising steadily, the periods of continuity since 1893 being

1893-1898	50,103—57,771
1906	59,165
1909-1910	61,787—65,630
1913-1915	65,686—70,361
1921	73,238

or better, it kept between—50,000 and 60,000 from 1893-1908
60,000 and 66,000 from 1909-1913
66,000 and 73,238 from 1914-1921

The percentage of attendance, which is still more liable to fluctuations, has kept reaching higher levels, having a 50 to 59 level from 1894 when it was 51·8 to 1908 when it was 58·2; and a 60 to 66 level from 1909 when it was 60·7 to 1921 when it was 66·9. The last was the highest in the history of the province, the next highest being 1915 when it was 65·3, and 1917 when it was 64·3. From 1893 to 1921, then, while the population increased 16·3 per cent and the enrolment at general schools increased 12·5 per cent, the average daily attendance at these schools increased 46·2 per cent and the percentage of attendance increased 29·1 per cent.

Enrolment in Other Schools.—The enrolments in other publicly controlled institutions were: Normal schools, 241; Rural Science schools, 137; Agricultural College (regular course) 73; the same college, short courses, 480; Technical College, 33; evening technical schools, 2,042; and coal mining schools, 393; or a total in what is classed in this province as technical schools of 3,399. In addition to these there were 594 students attending an inspectorial training course of four weeks. The universities in the province had 1,455; the colleges (exclusive of the technical and agricultural colleges) 449; the private schools, 2,072; the Indian schools, 246; the school for the blind and the school for the deaf, 308, and the private business colleges, 1,226. In addition to these there were some in attendance at private institutions of which statistics are not available. This makes a total of 119,232 attending educational institutions in the province, or about 22·8 per cent of the total population.

Results.—Of the 109,483 enrolled in general schools, 9,705 were in secondary or high school grades (IX to XII). To follow the line of analysis made in the case of Prince Edward Island, grade VIII should be included with the higher grades to show the results of school attendance. Moreover, grades VII or VIII are classed as Junior High School grades where such schools exist. In Nova Scotia and other provinces, Algebra and Latin are taught in grade VIII, and also manual training, domestic science and agriculture. Grade VIII in Nova Scotia had 5,891, and grade VII, 7,103 pupils. This makes a total of 22,699 in grades VII up. In private schools there were 539 pupils in secondary grades, 611 including grade VIII up and 693 including grades VII up. This makes a total of 23,392 in Grades VII to XII. In addition to these there were 175 preparatory students in universities and 285 in colleges making a total of 23,852 in what is practically secondary grades. If to these are added the 245 special students in private schools who were of adolescent age, the 1,226 in

private business colleges, and the 1,262 attending technical schools other than evening technical schools and including short courses in the agricultural college, we have 26,585 pupils doing continuation work under university grade. There were also 2,010 of university grade including the regular courses of the agricultural and technical colleges and excluding the preparatory students of universities. This makes a total of 28,595 or almost 5.5 p.c. of the total population doing work above grade VI in all educational institutions. By the Census of 1911 there were in Nova Scotia from the ages of 13 to 24 inclusive 23.2 per cent of the total population. If the same proportion holds in 1921 the number doing work above grade VI, not counting the 2,042 in evening technical schools, was 23.7 per cent of the population at these ages.

Elimination from Schools.—The Department of Education of Nova Scotia has compiled an age-grade table of the pupils in the general schools of the province since 1919, and of Halifax city since 1920. The ages have been given by single years up to 16. Hereafter the ages will be given by single years up to 20. The tables for the province and for Halifax in 1921 are given on pages 66 and 68 of this report. They make possible an investigation of the ages at which pupils leave general schools and their standing. In analyzing such a table, it must be remembered that students of technical and higher education should be taken into consideration before coming to conclusions as to the number leaving school. There were in all the General Schools 10,624 enrolled at the age of 12. The age was taken as in August, 1920; that is, at the beginning of the school year, so that the number mentioned would be 13 years of age at the end of the school year. The maximum age at school was 8 years (9 years at the end of the term) with 11,723. In the province in 1911 there was a population of 10,332 at the age of 9 as compared with 9,963 at the age of 13, or an average of 10,204 between the ages of 12 and 13 so that the decrease in population between 9 and 13 was practically negligible. The number attending at the age of 13 in 1921 was, therefore, 1,099 less than that at 9, the maximum age. Of the 1,532 pupils of private schools of whom the classification is known, 577 were under the age of 13 as against 955 over the age 13, while the age of maximum attendance was 16. It appears, then, that a considerable proportion—probably one half—of those leaving general schools at these ages are merely moving to private schools. When technical schools, schools for the blind and deaf, other special or charitable institutions where education must be given, according to the laws of Nova Scotia, business colleges, etc. are taken into consideration, it would seem that Nova Scotia schools lose only a negligible proportion of their pupils before the age of 13 years. A drop from 10,624 to 9,329 or 1,295, however, occurs between the ages of 13 and 14 years, the last year of compulsory attendance in other than town schools.

Teachers.—The number of teachers in general schools in 1921 was 3,089, this being the highest on record. Of these, 203 were males and 2,886 females. The number of male teachers had been decreasing steadily since the beginning of the century, reaching the lowest point in 1919, when there were only 163 or 109 less than in 1914, the first year of the Great War. The classification of these teachers can be seen on page 91. Of the total of 3,089, 1,598 were normal trained, the greater part of the remainder receiving teaching certificates on passing an examination called the minimum professional qualification examination, and holding a non-professional certificate one grade higher than that demanded of normal trained teachers with the same certificate. It must be also remembered that a large number of those who are not normal trained take a short professional course at the Inspectorial Teacher Training Institute, 594 attending in 1921 and 331 in 1920. Between 1901 and 1921, 4,451 teachers passed through the Normal College. Some of these would be counted twice, no doubt, owing to a certain number returning to train for a higher certificate, but the figures show that in the 22 years about 2,000 trained teachers had either left the pro-

fession or gone to teach in other provinces. The number of new teachers in 1921 was 599 while 1,023 or over one-third of the total had then taught one year or less. Of the male teachers in the three highest classes, 71, or 35 per cent, had taught upward of 10 years, of whom 36 held academic or the highest certificate; of the female teachers 432 or about 15 per cent had taught upward of 10 years, of whom 14 held the highest certificate. The number of teachers who had taught 30 years or more was 77, the highest in the history of the province and as against 14 in 1896, while the number who had taught 10 years upward was also the highest.

The increase in salaries of teachers over those of 1920 and also of those 30 years ago is given as follows:—

	Males			Females		
	1921	1920	1891	1921	1920	1891
	\$	\$	\$	\$	\$	\$
Academic.....	1,882	1,607		1,292	1,099	
Class A.....	1,471	1,234	448	907	762	
Class B.....	1,075	997		687	575	286
Class C.....	791	531	260	557	443	223
Class D.....	547	413	185	431	333	163

School Support.—The amounts raised by local assessment for the support of schools was \$2,370,712, as against \$1,978,242 in 1920; by the Municipal School Fund, \$495,242, as against \$224,025; by provincial grants, \$576,591, as against \$500,405, and from all three sources \$3,442,546, as against, \$2,707,673. It will be noticed that the greatest relative increase was in the case of the Municipal School Fund, the poll tax for this purpose having been gradually raised by successive acts. The purpose of this fund is to make the wealthier communities take up a part of the burden of weaker communities. It is distributed among the sections by two methods: (1) a fixed sum for each teacher engaged; (2) the remainder is distributed on the basis of average attendance and is thus a sort of bonus to encourage regular attendance. The average total cost per pupil enrolled in 1921 was \$31.47, as against \$25.05 in 1920; in average attendance, 47.04, as against 40.67 in 1920. Thus while the cost of enrolment increased \$6.42, or nearly 25 per cent, the cost of average attendance increased only 6.37 or about 15 per cent. Further, since 1901 the cost per pupil enrolled has increased 267 per cent while the cost in average attendance has increased only 199 per cent. This represents a considerable and very important gain.

Medical Inspection.—In the work of medical supervision of the public schools, the Public Health Department co-operates with the Department of Education. With the co-operation of the Superintendent of Education a card has been prepared, which provides for a record of a pupil's progress in school work and also of his physical condition during the years spent in all but the high schools grades. This card follows the pupil from grade to grade and from school to school. A compilation of the statistical data from these cards shows that in 1921, 79,732 children had been vaccinated before August, 1920, and 13,132 during the school year 1920-21. During the same year 27,997 individual medical or dental inspections had been made and 13,341 has been recommended for treatment. In communities where work in the schools is being carried on independently of the department, an examination was made of 12,324 school children bringing the total number of children examined by school nurses and public Health nurses to more than 44,000, or about 40 per cent of the school population. Nearly 30 per cent of the defects discovered by school nurses and about 20 per cent of those discovered by the health nurses had been corrected. The Nova Scotia division of the Canadian Red Cross Society had undertaken to maintain a nurse in every county for a year to demonstrate the value of her

services. The municipality of Halifax city is supporting a nurse in addition to the Red Cross nurse. When the year has expired the maintenance of the nurses will become a joint charge upon municipalities and towns in accordance with the Public Health Act. A course in Public Health nursing inaugurated at Dalhousie University in 1919 was repeated in 1921 with a class of 11. The course involves a period of more than 6 months of intensive training and is open to graduates of recognized training schools for nurses who are otherwise qualified for admission.

In Halifax there is a staff of 2 doctors, 2 dentists, 4 nurses, 5 auxiliary teachers and 1 teacher for semi-blind. The types of institutions provided for the care, treatment and education of those below par physically and mentally are: 1 nutrition class, 1 fresh air class, 1 dental department, 2 dispensary clinics, 5 auxiliary classes and 1 class for semi-blind.

In this city is also situated the provincial schools for the blind and the deaf which accommodate the blind and deaf of all the Atlantic Provinces and Newfoundland by arrangement with the authorities of the these places. The former had in 1921 an enrolment of 176, of whom 95 were males and 81 females. Of those attending in September, 1921, 102 were from Nova Scotia, 30 from New Brunswick, 4 from Prince Edward Island and 11 from Newfoundland. Of the 132 enrolled in the school for the deaf, 80 were from Nova Scotia, 28 from New Brunswick, 7 from Prince Edward Island and 15 from Newfoundland, 1 from Alberta and 1 from British Columbia. A home for the care and education of a low grade of mental defectives was provided for by legislation in 1921. There is also an industrial school for incorrigibles. Among those in the province medically examined in 1921, were found 265 mentally defective needing special treatment and 146 incorrigibles. Halifax provides for the city's sub-normals by 5 auxiliary classes.

Technical and Agricultural Schools.—The Provincial Normal College situated at Truro has in its neighbourhood and in close co-operation the Provincial Agricultural College. The Provincial Rural Science Department which supervises agriculture in the rural schools has, in co-operation with the women's institute, a rural model school in the outskirts of Truro. This is used for observation by the teachers in training at the Normal College. The Provincial Technical College situated in Halifax provides professional technical training. The work of the different phases of technical and agricultural education in the province may be summarized as follows:—

TECHNICAL WORK IN NOVA SCOTIA—1921

		Pupils.
I. Work included with ordinary school grades.....	{ Manual training..... Domestic science schools.....	1,895 2,268
II. Work not included in ordinary school grades and participating in the Dominion Agricultural Instruction Grant.	{ Rural Science schools..... Agricultural College (short courses).....	137 480
III. Technical work not included in ordinary school grades and coming under the Dominion Technical Education Act.....	{ Evening Technical schools..... Coal Mining schools.....	2,042 393
IV. Teachers' short courses.....	| Inspectoral teacher-training institute.....	594
V. Technical work of college grade not coming under Technical Education Act, (but Agricultural College comes under Agricultural Instruction Act).....	{ Normal college..... Agricultural college (regular)..... Technical college (regular)..... Universities.....	241 73 33 108
VI. Business colleges (private).....		1,226

NEW BRUNSWICK.

General Schools.—The school year in New Brunswick is divided into two terms ending December 31 and June 30. Most of the school statistics are given in provincial reports by terms instead of for the whole year. In the June returns the following questions are asked: (1) "New pupils in attendance this term at schools in operation both terms?" and (2) "Pupils in attendance this term at schools not in operation the previous term?" For the term ended June 30, 1921, the answers to these questions amounted to 5,472 and 4,012 respectively; which, added to the enrolment of 64,228 of the first term ended December 31, 1920, gave an enrolment for the whole year of 73,712. This is very valuable information, throwing a great deal of light on the inflation of school enrolment in the different provinces and the deflation in the percentage of attendance. In the term ended June 30 there were enrolled 68,092 and in that ended December 31 there were 64,228. Of the 68,092, 9,484 were either new pupils (young children coming in in the spring) or pupils who were enrolled in other schools during the previous term and entered as new pupils this term and thus were counted twice during the year. This left 58,608 who were in actual attendance throughout the year. Again, as 64,228 were enrolled during the first term, 5,620 must have dropped out of school during the first term. These would be carried on the register the whole year. Thus there were 58,608 genuine yearly pupils and 15,104 half yearly pupils, suggesting the transitory nature of school attendance and the difficulty of stating definitely how many pupils actually attended during the year in any province. The returns also give the aggregate days attendance of all pupils during a term and by adding these the aggregate attendance for the whole year is obtained. From this is deduced the average daily attendance and the percentage of attendance for the whole year. From these data it is possible to deduce valuable comparative statistics of the two terms and the whole year, and the influence the movements in the enrolment have upon the average and percentage of attendance. The following figures are well worth considering as illustrative of what is likely happening in other provinces as well as New Brunswick:—

	First term	Second term	Whole year
Enrolment.....	64,228	68,092	73,712
Aggregate attendance.....	3,651,626	5,683,426	9,835,052
Average daily attendance while schools in session.....	48,329	50,388	49,608
Per cent of enrolment in average attendance.....	75.24	74.0	67.3
Average number of days schools were open.....	74.7	114.5	189.2
Average number of days pupils attended.....	56.8	83.5	126.7
Number of pupils who actually attended during only one term, but who would be reckoned in the average attendance as attending for a year.....	5,620	9,484	15,104
Number of pupils who actually attended during whole year.....	58,608	58,608	58,608
Approximate percentage of attendance of these 58,608 pupils.....	75.24	74.00	74.05
Approximate average number of days attended by 58,608 pupils.....	56.0	83.5	139.5
Average daily attendance for full term.....	45,010	46,777	.....
Number of days in full term.....	80	124	204

The 15,104 one term pupils, therefore, brought the yearly percentage of attendance down from 74.05 to 67.3, even assuming that some of them were not counted twice in the yearly enrolment. In spite of this deflation the percentage of attendance in New Brunswick was the third best in the Dominion and also the best in the history of the province. It has already been mentioned that the same was true of the other two maritime provinces, so that either the year 1921 must have been a favourable year for school attendance or the compulsory attendance laws were applied more stringently than ever before.

Other Educational Institutions.—It can be seen in table 1 that the enrolment in other than general schools was 4,375, making a total of 78,087 attending educational institutions in New Brunswick. At the same time 30 blind and 28 deaf attended the institutions in Halifax, N.S., at the expense of New Brunswick. In Canadian universities outside the province there were 394, and in outside colleges 68, residents of New Brunswick, or 181 more than there were outsiders attending universities and colleges in New Brunswick, so that in all there were 78,326 natives of New Brunswick attending educational institutions, or 20.5 per cent of the population.

Results of School Attendance.—The number of pupils in secondary grades in New Brunswick during the second term was 2,270, but it is clear that this number does not represent the facts, for the reason already mentioned—that the number enrolled at any time during the year would be much larger than the number enrolled during either term. It would, therefore, be unfair to make any comparisons or draw any conclusions from the number in secondary grades. For one thing, there is no standard to show the number of pupils taking high school work in ungraded schools, although there is a large number of these. (The twelve grade system is used in graded schools and a five standard system in ungraded schools). Moreover, during this second term there were 4,251 taking algebra and 2,736 Latin, either by ungraded school pupils doing high school work or by pupils in common school grades (VII to VIII). By consulting the programme of studies for the province it may be seen that there are 8 chapters of algebra and 28 of Latin covered in grades VII and VIII, and that the arithmetic done in these grades is really high school arithmetic. From the point of view of difficulty, then, grades VII and VIII should be considered genuine high school grades.

The enrolment in different types of school is given in detail in Table 2; details of teachers and salaries are given in table 52. The salaries showed a considerable increase over those of 1920 and between 90 and 100 per cent increase over those of ten years ago. The average salary of the Grammar School teacher was \$2,008, comparing favourably with that of any province in Canada. Minimum salaries regulations are enforced by severe penalties on both trustee boards and teachers. The sources of school support are similar to those of Nova Scotia, viz: (1) local assessment, (2) county funds and (3) provincial grants. The amount received from the first of these sources in 1901 was \$346,623, in 1911, \$593,073, in 1921, \$2,278,622 or nearly twice that in 1919. The county fund is distributed as follows: double fund to school districts with valuation of \$1,000-\$5,000; $1\frac{1}{2}$ fund to districts \$5,000-\$10,000; $1\frac{1}{4}$ fund to districts with valuation of \$10,000-\$15,000. Heretofore this fund was maintained by a tax of 30 cents per head of the population; hereafter it will be 60 cents.

Teacher Training.—By an Act of 1921 the Board of Education will loan a maximum of \$400, advanced at the rate of \$50 per month beginning September 15 of each year and payable for 8 months, to any student, with the necessary academic qualifications for admission to the Normal school for any class of license in advance of the Third, who requires financial assistance to enable him to complete the normal course. This loan is repayable over a period of 3 years with interest at 6 per cent, the first payment to be made on February 15 of the year following graduation, and thereafter on August 15 and February 15 in each year until paid. In consideration, each student is to agree to give a promissory note in approved form and with an approved guarantee. He further agrees to assign to the Board of Education all provincial government money which may become due him until the note is paid; he further agrees not to teach elsewhere for 3 years and until such time as the note is paid, and his note

becomes payable if he does not teach in the province within 12 months after completion of his course. This interesting experiment is also being worked in Alberta. In New Brunswick, the Normal school opened in September, 1921, with the largest enrolment in its history, namely 325, although it had in the year 1920-21 only 216, the smallest enrolment in twenty years. This increased enrolment is attributed to the establishment of minimum salaries, but largely to the action in carrying out the recommendations of the Chief Superintendent of Education to grant the above mentioned loans to the students. At the beginning of the 1921 normal school year there were 54 training for class I, 102 for class II and 33 for class III (English) and 10 in class III (French). If students of class II obtain an average of 75 per cent standing at the end of the first term they may be promoted to class I, and similarly students working for a temporary license may be promoted to class II on making an average of 60 per cent. Of the students enrolled, 19 were thus promoted to class I and 17 to class II.

Teachers' Pensions.—In the fiscal year ended October 31, 1921, \$11,924 was paid in pensions to retired teachers. There were 44 beneficiaries.

Technical Education.—In New Brunswick there is a Director of Technical Education carrying out technical activities under the Technical Education Acts of the province and the Dominion. There is also a Director of *Manual Training* in charge of manual training, household science and rural school work in sewing and hot lunches. The statistics of technical education in the province are summarized as follows:—

1921

I. Pupils in courses coming under Technical Education Act	Day Technical schools.....	56
	Evening Technical schools.....	1,434
	Correspondence.....	265
	Total.....	1,755
II. Business colleges (Private).....		811
III. Normal schools.....		216
IV. Technical courses of college grade.....		177

QUEBEC.

Primary Schools.—The ordinary grade schools in Quebec are called primary schools. These include what have hitherto been known in both Roman Catholic and Protestant Schools as elementary, model and academy courses. The elementary course in Roman Catholic schools was divided into four years, the model into two years (the 5th and 6th) and the academy into two years (the 7th and 8th); in Protestant schools the elementary course now covers grades 1 to 7; the model, grades 8 and 9 and the academy, grades 10 and 11. The statistics given in table 6 of the report represent the Protestant Elementary grades as years 1 to 7, or model grades as years 8 to 10 and the academy grades as year 11 for the reason that they are still so shown in the provincial statistician's reports. On consulting the Quebec courses of studies it will be clear that the contents of the Roman Catholic academy years cover work of equal difficulty to the first two years of high school in other provinces, and that the model year would probably be equivalent to grades VII and VIII; the Protestant grades correspond to the eleven grades in other provinces. Prospective Roman Catholic lay teachers are admitted to normal schools on obtaining certificates from primary schools, but the normal schools themselves furnish academic as well as professional training and their courses are much longer than in other provinces. For a diploma for elementary schools (the lowest class of

certificate) one year of normal training is required; for a model diploma 2 years, and for an academy diploma 3 years normal is required. In Protestant schools the academic and the professional training are comparable with that of other provinces. Protestant primary education is comparable with the elementary (or common school) and secondary education in other provinces. Catholic secondary education is considered distinct from primary education, although, as has been seen, work of high school grade is carried on in primary education. Roman Catholic secondary education is not under the control of the Department of Public Instruction and is done in such institutions as the classical colleges for boys and convents for girls. It is not a continuation of primary education, for pupils are admitted at an early age and carried through all stages as far as university graduation.

Statistics of primary schools as well as of all other educational institutions are given very fully in the Quebec statistician's reports. The latest statistics of primary schools are those of 1920, as in the case of the public and separate school statistics of Ontario; statistics of secondary and other institutions are given for 1921, as well as for 1920 in the statistician's report. The statistics of 1920 are reproduced in table 2, page 53 below. For the sake of coherence the statistics of 1920 are strictly adhered to in this table, even in the case of the higher institutions, so that the figures do not always agree with certain other tables where the latest statistics available are given.

Revision of the Roman Catholic Elementary Course of Study.—During the year 1921 the revision of the course of study, which was entrusted to a sub-committee of the Roman Catholic Committee of the Council of Public Instruction in 1917, was completed. This revision followed a report prepared by the Catholic Inspector-General in 1916. The interesting and invaluable report of this investigation is to be found in the annual report of the Superintendent of Public Instruction for 1916-1917. One of the results of this investigation was to ascertain the time actually taken by pupils to cover the work of the different "years" of the primary school courses. The committee began by classifying the schools in a new way, namely in *primary-elementary* schools, replacing the elementary and model schools, and in *primary-complementary*, replacing the academy schools. It then declared itself favourable to the creation of a *preparatory* class for the younger pupils to prepare themselves to follow with profit the subjects of the first year of the course for elementary schools which comprises 6 years or rather 3 courses of 2 years each, the lower, the middle and the upper. The report of the sub-committee was adopted with slight modifications by the Catholic Committee; a conference of the principals of the normal school was held; a new course of study was drawn up which was submitted to and duly approved by the Catholic Committee. The amendments to the school law necessary to bring this course into operation were passed by the provincial legislature and will go into effect in 1923.

Teachers.—In table 53, are to be found statistics of teachers and salaries for the year 1920. It should be noticed that these teachers are divided into two classes—religious and lay. The statistics of certificates and salary refer to lay teachers with diplomas only. The notable progress that has been made in teachers' salaries in this province may be seen in the Inspector-general of Catholic Schools' report included in the Superintendent's report for 1921.

Normal Schools.—There are 13 Roman Catholic Normal schools either owned or subsidized by the province, 2 for boys and 11 for girls. These were attended in 1920-21 by 1,215 pupils, 165 lay male teachers in training and 1,050 lay female teachers in training. Of the boys, 26 were in the preparatory course, 55 in the elementary, 55 in the intermediate and 29 in the superior; of the girls, 83 were in the preparatory, 448 in the elementary, 367 in the intermediate, 152 in the superior, and

23 in the household science and supplementary course at Saint Pascal who are not included in the total given. The length of courses in these normal schools has already been mentioned. There were 711 diplomas granted to teachers-in-training in 1921, 85 to male teachers and 626 to female teachers. Attention should be here called to the Pedagogical Institute of Montreal organized in 1917 for religious and lay teachers of both sexes teaching in the schools under the Catholic School Commission of Montreal. This institute is affiliated to and directed by the University of Montreal. The courses are of three years duration during which 60 pedagogical lectures are given. At the end of the second year a certificate of pedagogical competence is awarded to those who have passed the examination prescribed by the university. In both 1920 and 1921, certificates and superior diplomas in pedagogy were issued to a large number of nuns, many brothers and lay teachers. Protestant teachers are trained at Macdonald College in Ste. Anne de Bellevue.

Technical and Special Schools.—The extensive work done in the province in technical and special schools may be seen in table 2, page 53, but the vast enterprises in rural educational work cannot be adequately shown in general statistical tables. In addition to the information given in table 2 the following figures will give some conception of the work done during the year:—

1920-21		Enrolment
Technical Schools—Day classes.....	580	
Special—Day classes.....	141	
Night classes.....	1,348	
Night Schools—		
Catholic.....	4,953	
Protestant.....	839	
Total.....	5,792	
Arts and trades.....	2,907	
Dress cutting and Dress-making schools..	2,347	
Dairy schools.....	216	
Normal schools.....	1,376	
Agricultural schools—		
St. Anne.....	82	
Macdonald.....	129	
Oka.....	121	
Total.....	332	
Ecoles des hautes études Commerciales.....	253	
School Gardens—		
Number of gardens.....	1,205	
Number of boys operating.....	10,980	
Number of girls operating.....	10,237	
Domestic Science schools, number of pupils.....	9,116	

ONTARIO.

Types of Schools.—During the year 1920-21, Ontario had in operation under the Department of Education the following types of schools: I—6,816 elementary schools with an enrolment of 566,541 pupils. These included: (a) 6,202 Public schools with 487,679 pupils, (b) 594 Roman Catholic Separate schools with 76,881 pupils, (c) 5 Protestant Separate schools with 412 pupils and (d) 15 Night Elementary schools with 1,569 pupils. II—407 secondary schools with 42,551 full time day pupils, 1,926 part time or special day pupils and 32,708 night pupils or 77,185 in all. These include: (a) 168 high schools and collegiate institutes with 34,128 pupils, (b) 144 continuation schools with 5,823 pupils, (c) 31 night high schools with 5,411 pupils and (d) 13 day industrial, technical and art schools with 2,600 full time, 907 part-time and 1,019 special pupils, and 51 evening industrial, technical and art schools with 27,297 pupils. III—Teacher training institutions, including (a) 7 Normal schools with 1,481 teachers in training, (b) 5 autumn model schools with 77 teachers in training in attendance, (c) 8 summer model schools with 424 teachers in training in attendance and (d) a college of education in affiliation with the University of Toronto.

IV—A school for the blind with 146 pupils. This is situated at Brantford and accommodates also pupils from the Prairie Provinces by arrangement with these provinces. V—A school for the deaf with 300 pupils. This gives a total number of pupils in schools below university grade under the Department of Education of 646,154. The statistics for the elementary schools given above and in tables 1 and 2 are for the calendar year 1920, while the statistics of secondary schools and other institutions are for the school year 1921. The institutions of colleges of university grade together with Indian schools and private institutions had 40,224, making a grand total for the province of 686,378 known to be attending institutions of learning. This forms over 23 p.c. of the population.

Results of School Attendance.—In the graded schools of Ontario the pupils are graded into 10 divisions, (over and above kindergarten and kindergarten primary) corresponding to grades I to XII; in ungraded schools the elementary grading is in four Books, the Primer and First Reader corresponding to grades I and II respectively and Books II to IV each corresponding to two grades. The pupils who do high school work in elementary schools are classed as 5th Book. In secondary schools the pupils are graded into "Lower", "Middle" and "Upper" "Schools" corresponding roughly to grades IX to XII. Counting in these fifth book pupils who numbered 6,168, the total number in secondary grades in 1920-21 was 46,119 without including the pupils of technical schools. Including the pupils of day and evening technical schools and night high schools, there were 83,353 doing continuation work. In the 4th Book, or grades 7 and 8, there were 103,275 pupils, making 186,628 above grade VI. Including all other institutions of learning there were at least 207,000, or over 30 per cent of the grand total doing work above Grade VI. A most interesting feature of education statistics was introduced into the departmental report for 1921, namely the number in each grade of pupils in continuation and high schools and collegiate institutes by sex and ages by single years. This was given for individual institutions. A summary of these statistics is given in table 43 page 84 below.

Teachers.—Statistics of teachers are given on page 94. The number of men in the elementary schools is slightly over 10 per cent of the whole, a percentage which seems to tend to increase, being 1,506/12,363 as against 1,328/12,061 in 1919. The male attendance at teacher training schools also shows an increase. The average salary of male elementary teachers was \$1,575 in 1920, as against \$1,348 in 1919, and of females, \$1,000 as against \$817 in 1919.

The cost of elementary education increased from \$34.49 per pupil in enrolled attendance in 1919 to \$44.63 in 1920. The total expenditure increased by \$6,364,885, being \$25,216,512 in 1920 while the cost for both elementary and secondary schools, including technical schools, was \$30,626,435. The comparative cost for enrolled pupils in the different types of schools was: Public, \$46.80; Roman Catholic Separate, \$30.85, high schools and collegiate institutes, \$105.16, and continuation schools, \$81.24.

Rural School Organization.—The increase in the cost per pupil is partly explained by the increase in teachers' salaries, but attention is called by the Minister to another factor which increase the cost without increasing the efficiency, namely the large number of small schools in rural communities. In 1920, he points out, there were 6 schools with only 1 pupil, 24 with 2 pupils, 46 with 3, 71 with 4, 98 with 5, 641 with 6 to 9 and 1,140 with 10 to 14. That is, there were 2,026 with less than 14 pupils or with an average of about 10 pupils. Thus there were about 19,774 of the rural pupils in 2,026 schools while the remaining 206,670 (not counting continuation pupils) pupils were in 3,823 schools. These and other considerations led the Government to appoint a *Director of Rural School organization* who will make a through investigation of the situation. His instructions are to develop constructive plans after inves-

tigation; make a special study of exceptional cases, take charge of the promotion of consolidations of rural schools, etc. An extensive campaign for the dissemination of information was carried on in 1920 and 1921. The number of existing consolidations (10 in operation) is insignificant compared with what may be expected to follow closely upon an organization and awakened interest of this kind.

Medical Inspection.—The Department of Education has, through the Division of School Hygiene, been attempting to awaken the attention of educational authorities to the significance of the fact that mental retardation and physical abnormality are often closely associated. The staff of the division consists of 7 full time physicians and 12 nurses under the direction of a medical director and chief school nurse. These were largely occupied during the year in carrying on local surveys in various parts of the province. The object of the survey is to offer the rural and small urban schools some form of medical inspection. The survey staff are seconded by the school nurse demonstrators, 5 in number, who, following the survey, carry on a demonstration of school nursing in a selected area for 2 or 3 months. As a result of this work 12 rural units have been fully organized. About 72,000 children were examined by the departmental physicians during 1921. The Department of Education received assistance from the Ontario Division of the Canadian Red Cross Society which financed the appointment of two additional school nurse demonstrators. Assistance was also received from Women's Institutes. The services of three officers of the National Committee of Mental Hygiene were secured to assist in auxiliary class work. During 1921 the number of standardized auxiliary classes increased from 26 to 43. A myopia class was added to the list of Toronto's auxiliary classes. During the year, in response to requests from School Boards, training class surveys were conducted in the Public Schools of 11 cities and the Separate Schools of 4 cities. Forty-five teachers completed the summer course of training for auxiliary classwork and practically all of these are now engaged in teaching.

The following table will show the distribution of the work of medical inspection in the public schools in 1920:—

	Rural	City	Towns	Villages	Total
Number of Schools where medical inspection was in force.	85	143	30	12	270
Number of schools having nurse inspection with medical supervision.....	27	143	10	3	183
Number of schools with Nurse inspection only.....	91	148	50	5	294
Number of nurses employed.....	9	112	37	2	160
Number of schools where dental inspection is in force....	454	225	31	17	727

Statistics of the school for the blind and the school for the deaf are given in table 48, page 90. The school for the Blind at Brantford accommodates pupils from the Prairie Provinces by arrangement with these provinces.

Vocational Education.—By the end of 1921 the first decade in the growth in technical education in Ontario had been completed, the Industrial Education Act having been passed in 1911. In this period the number of schools increased from 1 day school and 8 evening schools with an enrolled attendance of less than 4,000 in 1912 to 13 day schools and 51 evening schools with an attendance of approximately 32,000. Over 1,000 teachers are now engaged as instructors in these schools. The expenditure by municipalities increased from \$111,118 in 1913-14 to \$1,347,905 in 1919-20; and by the province from \$56,235 in 1913-14 (\$5,380 in 1911) to \$565,287 in 1920-21, or a total in the ten years of \$1,642,559. The Vocational Education Act of 1921 which repealed the Industrial Education Act of 1911 provides for the establishment and development of vocational schools giving instruction in industrial home-making, art, technical, commercial and agricultural subjects. (See legislation p. 44).

The following statistics will give some idea of activities during the year in Ontario in vocational and special school work:—

PUPILS IN 1921 IN:

	Rural Schools	City Schools	Town Schools	Village Schools	Total Schools
Public Schools—					
Agriculture.....	44,448	6,613	4,298	2,468	57,827
Manual training.....	17,001	91,616	8,166	2,447	119,230
Household science.....	6,673	64,313	3,565	680	75,231
Commercial subjects.....	316	1,367	77	42	1,802
Roman Catholic Separate Schools—					
Agriculture.....	2,565	3,355	983	110	6,993
Manual training.....	1,415	7,585	1,985	129	11,114
Household science.....	711	1,246	219	—	2,176
Commercial subjects.....	39	679	9	12	739
Continuation Schools—					
Agriculture.....	—	—	—	—	137
Commercial.....	—	—	—	—	70
Collegiate Institutes and High Schools—	Collegiate Institutes	High Schools			
Agriculture.....	574	932	—	—	1,506
Manual training.....	2,666	101	—	—	2,767
Household Science.....	3,277	301	—	—	3,578
Commercial subjects.....	2,574	1,653	—	—	4,227

TOTAL

	Agricul- ture	Manual training	Household Science	Commer- cial subjects
Rural schools.....	47,013	18,416	7,384	355
City schools.....	9,948	99,201	65,559	2,046
Town schools.....	5,281	10,151	3,784	86
Village schools.....	2,578	2,576	680	54
Continuation schools.....	137	101	301	70
High schools.....	932	—	301	1,653
Collegiate Institutes.....	574	2,666	3,277	2,574
Total.....	66,463	133,111	80,985	6,838

	Number of Schools	Number of home Gardens	Number of school Gardens
Schools with classes in agriculture: ungraded Public schools.....	1,483	984	499
Ungraded Roman Catholic Separate schools.....	68	36	32
Graded Public Schools.....	204	79	125
Graded Separate schools.....	49	15	34

STUDENTS NOT INCLUDED WITH ENROLMENT IN ORDINARY DAY SCHOOLS

	M.	F.	T.
Industrial, Technical and Art schools—Day courses.....	2,497	2,029	4,526
Night courses.....	13,080	14,217	27,297
Total.....	15,577	16,246	31,723
Night elementary schools.....	—	—	1,569
Night high schools.....	—	—	5,411
Short courses at colleges.....	—	—	1,476
Business colleges (private).....	—	—	12,273
Technical courses of college grade (agriculture, commerce, engineering, forestry, household science, art and veterinary medicine).....	—	—	4,106

MANITOBA.

General Schools.—The enrolment of 129,015 in general schools has sustained the steady increase over the previous year which has been going on in Manitoba for the last forty-five years. As will be seen in table 4 which gives the enrolment in all provinces since the inception of a school system, Manitoba like the other western provinces has kept up a steady increase from year to year from the very beginning, the only exception being 1892. It may be interesting to show side by side the school enrolment nearest to each decennial census and the population of the census year.

School Year	Enrolment		Average attendance	Population		Census Year
	Number	Index		Number	Index	
1876.....	2,734	100.0	—	25,228	100.0	1871
1881.....	4,919	179.9	—	62,260	246.7	1881
1891.....	23,871	873.1	12,433	152,506	604.7	1891
1901.....	51,888	1898.0	21,550	255,211	1011.6	1901
1911.....	80,848	2957.1	45,303	455,614	1806.0	1911
1921.....	129,015	4718.9	86,137	610,118	2419.2	1921

There can be no better proof of the enterprise of an educational system than the fact that the school enrolment has increased more than twice as fast as the population. A little of this increase has been due to an increase in the proportion of children to adults, but most of it and especially during the present century has been due to vast educational enterprises in the direction of: (1) school organization, (2) work among foreigners, (3) consolidation of schools, (4) enforcement of compulsory attendance laws and (5) introduction into adolescent education of manual training, domestic science and vocational work.

Enrolment in other schools.—As will be seen in table 1, the enrolment in publicly controlled schools, not including the universities and colleges, other than general schools during 1921 was 7,540; in the universities and colleges 2,788, and in schools under private or denominational control 4,384. The last mentioned are not fully represented. This makes a total of 16,156 over and above those attending general schools, and a grand total for the province of 145,171, or 23.8 per cent of the population.

Results of School Attendance.—The increase in the number of pupils in secondary grades is more marked than even that in the enrolment. In 1902 there were 2,647 in these grades; in 1911, 6,336; and in 1921, 8,615; while above grade VI there were in 1902, 7,442; in 1911, 14,882; and in 1921, 21,964—an increase since 1902 of 194 per cent, while the enrolment increased only 158.7 per cent. This does not by any means represent the full extent of the gain in results as it does not take into consideration the increase in continuation work in technical and other schools and in the higher institutions—an increase out of all proportion to that shown above. Special attention is being now paid to pupils in grades VII and VIII by the institution in the province of junior high schools for grades VII, VIII and IX. High school subjects and adolescent manual training are introduced in these grades, one object being to enable pupils, who would be of an age to leave school before entering high school, to take advantage of adolescent training; another being to make school work more attractive to early adolescents.

Statistics.—Attention is called to the tables of grade, sex and age by single years up to twenty on page 61 of this report for the province as a whole and for different divisions of the province. At the close of the school year 1921, the Department of Education collected material for these tables from the different schools. As this was the first year for other than Winnipeg schools (for which statistics of this kind were collected and compiled as early as 1901),

the returns were not complete, so that the totals do not agree with the total enrolment given elsewhere for the province. A good deal of the discrepancy is also due to the fact that the tables give the standing of pupils enrolled at one time instead of all the pupils enrolled during the year. In this way these tables have certain advantages which compensate for their incompleteness. Attention is also called to the table of ages by single years on page 64, one of which the department has published in its reports for some years. The Superintendent of Schools of the City of Winnipeg has made an intensive statistical study of these phases of school conditions for several years, and his reports are among the most valuable, from this point of view, of educational reports. Attention is particularly drawn to his report for 1921, also those of 1901, 1916 and 1917. In these, among other things, he has made a study of the number of days actually taken in each grade and all grades by those who entered Winnipeg schools either as beginners or in the later grades, and of other particulars in connection with retardation. In these as well as in his other reports he shows the standing of pupils leaving school, the number who leave to go to work, etc. In short he goes a long distance towards accounting in many ways for all the children of school age in Winnipeg.

Teachers.—Attention is called to the table of teachers on page 96 of this report. The statistics of salaries and experience are also incomplete, as will be seen by comparing them with the first column, and for the reasons already given. They, however, give valuable information on teachers' salaries and experience. The strides made by the province may be seen from the following figures:—

Year	Highest Salary	Average Salary
1891.....	\$1,600	\$ 490
1901.....	1,800	458
1911.....	2,800	669
1916.....	3,500	751

In 1921, out of 2,693 teachers there were only 127 who received less than \$900 which was \$149 more than the average salary paid in 1916, while there were only 444 or less than one-sixth who received a salary less than \$1,000; at the same time there were 193 who received a salary of over \$2,000. These figures of 1921 do not include the elementary schools of Winnipeg, the 765 teachers in which receive a higher average salary than teachers in the rest of the province. The minimum salary in Winnipeg for teachers having the required standing and experience is \$1,200. The median salary in 1921 of teachers in other than Winnipeg elementary schools was about \$1,300 or about twice what it was including Winnipeg in 1911.

As salaries increase the province is better and better able to eliminate teachers with a low grade of certificate. Henceforth no teacher is admitted to normal school with an academic standing below grade XI. Table 55 shows that out of the total of 3,708 teachers in the province during the year, 2,337 had permanent certificates of Collegiate, First Class and Second Class standing. The collegiate certificates which numbered 140 require university graduation. The table also shows that out of 2,541 teachers other than of Winnipeg elementary schools, only 391 had less than 2 years' experience while 445 had more than 10 years' experience, the median experience being about 5 years. It is noticeable that out of the 391 with less than 2 years' experience, 348 were in one or two room schools, where the median experience was about 3½ years, while in city schools the median experience was about 10 years.

Teachers in training.—In the Provincial Normal School at Brandon there were enrolled 147 women and 9 men, or a total of 156, of whom 93 were training for Third Class and 63 for Second Class certificates.

The provincial Normal school at Winnipeg with a branch at St. Boniface had an enrolment of 309 students of whom 25 were men and 284 were women. With the exception of 53 at St. Boniface these were all training for Second Class certificates. In addition, 117 wrote the examination for First Class certificates, which examinations are exacted of teachers who have had their Second Class Normal training, a certain amount of subsequent teaching experience and a Grade XII academic standing or university degree. In many cases preparation is made for these examinations extra murally. For some time a course of lectures has been given in the Normal school and elsewhere on Saturdays or in the evening to teachers to assist them in preparing for these examinations. Plans are now made to give regular training for First Class teachers at the Normal school.

Summer Schools.—Teachers are also helped to train for higher certificates by means of summer schools now held at the Agricultural College. During the year the enrolment in these schools was 242. Full day courses, covering a period of six weeks, and designed to enable teachers to improve their academic standing, attracted 60 students; 20 teachers attended a professional course in methods in grade XI science, while 162 teachers attended one or more other course lasting four weeks. In certain cases the school boards made a grant toward the expenses of the course.

Consolidation.—As many as 5 new consolidations were approved during the year bringing the total up to 110. The total enrolment in consolidated schools during the year was 12,659. The percentage in average attendance was 75, as against 66.76 per cent for the whole province. The statistics of consolidated schools given on page 71 give a higher enrolment than this for the reason that certain schools which are not at present consolidated were included. The statistics in the table which are inserted for comparative purposes, therefore, underestimate rather than overestimate the points of superiority of consolidated schools. Attention is particularly drawn to the proportion in secondary grades and the proportion at the ages of 13 and 14 years as compared with those shown in ungraded schools on page 71.

Teachers' residences.—There are now 246 teachers' residences supplied by school boards in rural districts, 42 in village or hamlets, and 5 in towns, or 293 in all.

Medical Inspection.—During the year 1921, 31,740 children were examined and recorded by the census. Fifty nurses gave full time to the work. Dental inspection is established in Winnipeg, and in 1921, 4,735 were examined; 3,800 of these were reported as needing treatment and 4,926 treatments were given. The care for the deaf can be seen in table 48. In Winnipeg there were 565 special examinations for retarded pupils. By arrangement with Ontario the blind of Manitoba are educated at the school for the blind at Brantford, Ontario, which during the year had 19 blind children from Manitoba. The delinquents are cared for in the Industrial school at Portage la Prairie. In 1921 there were 114 boys in this institution.

Vocational Education.—Agriculture has been taught as a high school subject at five centres. For towns not large enough to employ a full time specialist in agriculture, home economics or manual training, the circuit plan of administration has proved satisfactory. Work receiving recognition as complying with the regulations of the Technical Education Act includes the practical arts course for girls, commercial courses, part time courses in printing and the various courses in evening schools. The following figures will illustrate the activities in these various kinds of vocational and special education during the year:—

I. Students in work complying with regulations of Technical Education Act, viz.:—	
Practical Arts courses for girls.....	} 2,173
Commercial courses.....	
Part time courses in printing.....	
Courses in evening schools.....	
II. Short courses at universities and colleges.....	3,592
III. Business colleges (private).....	2,789
IV. Normal schools.....	3,473
V. Technical work at universities and colleges.....	642
	1,370

SASKATCHEWAN.

Statistics.—The statistics of the Department of Education in Saskatchewan have hitherto been given for the calendar year. In consequence the statistics in the tables in this report, with the exception of Tables 1 and 3, and the age table on page 67, are given as for the year ending December 31, 1920, instead of for the school year ending June 30, 1921, as in five other provinces. The figures given in the next paragraph are, however, for the calendar year 1921, these figures having been recently received. The province has now changed its school statistical year to that ending June 30, and statistics for the year ending June 30, 1922, have been collected from the schools. The department now procures information on the following points:—

Enrolment, actual and possible aggregate days' attendance and the percentages based upon these; average attendance; percentage of attendance; attendance by groups of days; teachers by sex, class of certificate and average salary; pupils enrolled by sex, grade and age by single years up to 20 in rural, city, town and village schools and in high schools and collegiate institutes and technical schools, also in private schools; and the subjects of study by grade and sex in secondary schools. The significance of obtaining the possible as well as the actual aggregate attendance has already been discussed in the case of New Brunswick. If a pupil begins school a few months before the end of the school year it is not possible for him to have attended the full year. The record of the aggregate possible days' attendance as well as the actual is thus a source of information on the movement in and out of the schools and the percentage obtained from this comes nearer to a scientific percentage than has hitherto been obtained. Thus in 1921, in elementary schools, the percentage which the average daily attendance for the year formed of the enrolment during the year was 63·73; the percentage on the basis of the actual aggregate attendance and the possible was 87·38. In 1920, the actual aggregate attendance in elementary schools for the year was 19,533,038, while the possible aggregate was 23,146,152. The enrolment for the year was 169,008. From this it can be deduced that the pupils attended on an average 115·6 days while their possible attendance was 137 days representing an average loss of only 21·4 days or about one month for each pupil; on the other hand the average daily attendance was 103,745, which shows that the schools were open on an average 188·3 days. From this it would appear that the pupils lost on an average 72·7 days or nearly 4 months. This is an illustration of the danger of relying too much upon averages in arriving at conclusions or drawing many conclusions from a percentage of attendance unless it is obtained scientifically and uniformly for every province. A table that tells much more is one in which the Department shows the attendance by groups of days. Out of the 169,008 pupils in 1920, 54,876 attended more than 150 days or more than 7½ months, 45,479 attended between 101 and 150 days or between 5 and 7½ months, while 10,014 attended less than 20 days, 19,873 attended between 20 and 50 days and 38,766 attended between 51 and 100 days.

General Schools.—During the year 1921 the number of school districts was 4,480 with 5,591 departments, 10 collegiate institutes and 14 high schools. The enrolment in elementary and secondary schools was 184,871 including 6,903 in collegiate institutes and high schools, 102,478 in rural schools and 75,490 in village, town and city schools. The enrolment, average attendance and population near census periods since 1905, the year of the formation of the province are as follows:—

School year	Enrolment	Average attendance	Population	Census year
1905.....	25,191	13,493	257,763	1906
1911.....	72,407	37,701	492,432	1911
1916.....	129,439	71,522	647,835	1916
1921.....	184,871	117,391	751,510	1921

This represents an increase in enrolment during the last 10 years of about 156 per cent; in average attendance of 207 per cent; in population of 53 per cent. The percentage of attendance of 63.73 is easily the highest on record in the province. This shows all the greater improvement in view of the conditions discussed above. Efficiency in carrying out the provisions of the School Attendance Act no doubt contributed to this increase in percentage of attendance. During 1920 an important new provision was enacted making it an offence to intimidate or otherwise prevent the attendance of a child at school or to attempt to interfere with the carrying out of the provisions of the Act. A penalty of \$50 was attached to this offence.

Other Educational Institutions.—From table 1 it will be seen that 8,247 were reported as being enrolled in other institutions such as technical and special schools, Normal schools, Indian schools, private schools, universities and colleges. This does not include the deaf and blind sent at the expense of the province to Winnipeg and Brantford, Ont., while some business colleges and private schools did not report. Of the 8,247, the technical schools and university with their enrolment of 1,234 and 984 respectively were under government control. This makes a total of 187,089 for government controlled institutions without representing by any means adequately the activities in agricultural work and without including the enrolment of the agricultural college of which statistics are not available. The total number reported as attending educational institutions in the province was 195,331 or 26 per cent of the total population of the province in 1921.

Results of School Attendance.—During the year 1921 the 184,871 pupils in general schools were classified as follows: Kindergarten, 1,728; grade I, 45,406; II, 21,997; III, 24,357; IV, 24,095; V, 18,263; VI, 13,934; VII, 9,369; VIII, 12,921 (of whom 1,096 were enrolled in secondary schools); IX, 5,709 (2,068 in secondary schools); X, 3,246 (1,451 in secondary schools); XI, 3,027 (1,617 in secondary schools); XII, 770 (671 in secondary schools). This makes a total of 12,752 or 6.9 of the total enrolment in secondary grades. Above grade VI there were 35,042 or 19 p.c. of the total enrolment. The significance of these figures is not so great from the point of view of the actual present proportion of secondary to elementary grades as in the steady increase in this proportion from year to year in spite of the fact that the province is so rapidly increasing in population and consequently that the lower grades might be expected to increase faster than the higher grades. The following figures will illustrate:—

Year	Kinder- garden and Grade I	Grades VII to XII	Grades (IX-XII)	Percentages	
				VII-XII to I	IX-XII to I
1905.....	7,156	2,138	620	30	8.8
1911.....	24,085	8,676	3,079	36	12.8
1916.....	40,655	18,462	7,105	45	17.5
1919.....	49,456	24,706	9,000	50	18.2
1920.....	48,475	29,635	10,296	61	21.3
1921.....	47,134	35,042	12,752	75	27.1

The rapid increase in the proportion of the higher grades to grade I is especially noticeable in the last five years as compared with the previous 12 years. It must be also remembered that enrolment in higher institutions would show a still more remarkable increase. The comparative figures of enrolment is given on page 49 and these figures go to show that rapidly as the extension of the educational system is going on the intensive part of the work is going on still more rapidly.

Teachers.—The number of teachers in 1921, excluding secondary schools, was 6,962, of whom 1,727 were males and 5,235 females, while there were 200 in secondary schools. The classification and salaries for 1921 have not yet been published, but those for 1920 are shown in table 56, page 97. These salaries show an increase in every class of certificates over those of previous years. During the year 1920, 809 teachers were placed by a provincial system of placing teachers called the *Teachers' exchange*.

Medical Inspection.—This important work is carried on under the direction of a Director of School Hygiene. During the year 1920, 1,121 schools were visited, 33,831 pupils were inspected and 625 homes visited. As many as 5,763 cases of physical defects were reported as corrected following the visits of the school nurses. At the summer school in connection with the University of Saskatchewan a special intensive course of two weeks in school hygiene was offered to nurses in connection with the health education classes.

Technical Education.—The first work under the Vocational Education Act in the province was conducted at the Regina Collegiate Institute during the second term of 1919 and the first term of 1920 when sewing classes and various technical subjects were taught. During the second term of 1920 both day and evening classes were carried on in 3 collegiate institutes and day classes at another. Day classes in first and second year commercial work were conducted in four collegiate institutes. The following figures will illustrate the activities of Saskatchewan during the year in vocational and special work:—

Pupils doing work with ordinary high school grades (1920)—	
Agriculture.....	265
Household science.....	785
Elementary science.....	2,894
Manual training (1919).....	566
Students in work coming under Technical Education Act—	
Day.....	250
Evening.....	825
Short courses at universities and colleges.....	1,046
Business colleges (Private).....	521
Normal schools.....	723
Technical courses at universities and colleges.....	624
School Exhibitions—	
Number of exhibitions.....	260
Schools taking part (estimated).....	1,900
Pupils enrolled (estimated).....	54,000
Pupils exhibiting (estimated).....	36,400
Boys' Clubs (number of contests).....	688
Girls' Clubs (number of contests).....	506

ALBERTA.

Statistics.—Formerly the statistical school year in Alberta coincided with the calendar year and the statistics in the tables in this report that are used for comparative purposes are for the year ending December 31, 1920. The province has now changed its statistical school year to June 30. The first statistics collected on this basis were for the half year from January 1 to June 30, 1921. The statistics for general schools given in tables 1 and 2 below for comparative purposes are for the calendar year 1920 because they better represent the actual growth of the enrolment in the province than statistics for a half year which always come far short of the enrolment for a whole year. In the tables given for the purpose of showing the classification of the pupils and the intensive work done, however, in the schools, the latest figures are used. The province for the first half of 1921 compiled statistics of both publicly controlled and private schools. Among other important data these statistics give the grade by sex and age by single years up to 20 of the pupils in both public and private schools. These data may be seen in the tables in Part II of this report. The province had for two years previously published an age-grade table.

General Schools.—During the calendar year 1920, the province had in existence 3,154 school districts, 108 having been erected during the year, of which 107 were public, 1 Roman Catholic Separate and 4 consolidated, the latter including 9 original districts. The number of schools in operation was 2,826 and of departments 4,289. The number of pupils enrolled was 135,750, of whom 75,864 were in 1,700 departments of graded schools and 59,886 were in 2,589 ungraded schools. The increase in the enrolment since 1905 the year of formation of the province is shown as follows:—

School Year	Enrolment		Average Attendance		Population	Census Year
	Number	Index	Number	Index		
1905.....	24,254	100	13,375	100	185,412	1906
1911.....	61,660	254	32,556	244	374,663	1911
1916.....	99,201	409	60,271	451	496,525	1916
1920.....	135,750	559	82,416	616	569,670	1920 (estimated)
					588,454	1921

It is impossible to show the increase as compared with the increase of the population since the full figures for 1905 and 1921 are not available, but the comparison of the enrolment with the average attendance is important. The average attendance is increasing much more rapidly than the enrolment and especially since 1911. The percentage of attendance in 1920 was 60·7, being lower than those of the two previous years. For the half year ended June 1921, the percentage was 71·9, but this being for only a half year is not comparable with the others. The average attendance for 1920, above, therefore, does not show the full improvement made since 1905.

Enrolment in Other Educational Institutions.—The enrolment in other educational institutions (in 1921) was 12,377 of whom about 6,000 were in institutions under provincial control including the university. This makes a total of 148,127 in educational institutions according to the latest figures available, (the figures of general schools and university being for the year 1920, the others being for the school year 1920-21.) The population by the census of 1921 was 588,454 and the estimated population for 1920 was 569,670. This makes a proportion of about 26 per cent of the population at school. These remarkably large proportions in Saskatchewan and Alberta may be partly due to the fact that the enrolment in a rapidly growing country is more liable to duplications than in an older country. The low percentage of attendance is no doubt partly due to the same cause. The high proportion of enrolment to population is also partly due to the larger proportions at school age than in less rapidly growing countries. All these allowances, however, can hardly explain the increase in this proportion from census to census.

Results of School Attendance.—The number of pupils in secondary grades in 1920 was 9,148, or in grades VII to XII, 28,791. These represent respectively 6·8 and 21·2 p.c. of the enrolment. The increase in the number in the upper grades as compared with the lower grades since 1912, the year in which the twelve grade system was introduced, may be seen as follows:—

Year	Percentage of the total enrolment in		
	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32·24	3·92	14·65
1913.....	32·08	4·09	14·50
1914.....	29·86	4·44	15·51
1915.....	25·54	5·38	17·19
1916.....	25·14	5·81	18·06
1917.....	24·87	5·62	18·45
1918.....	25·41	6·22	19·42
1919.....	26·05	6·52	20·39
1920.....	24·93	6·74	21·31

The distribution by grade of pupils leaving school at the age of 15 has been ascertained by the province since 1919 and is shown by the following percentages for 1919, 1920 and 1921:—

Year	Grades												Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
1919....	2.20	2.30	2.20	4.80	7.70	12.90	29.10	24.60	8.40	3.10	2.00	0.40	100
1920....	0.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80	100
1921....	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	0.24	.00	100

The proportions for the half year 1921 are peculiar in this as well as in other respects and are probably characteristic of a half-yearly enrolment rather than of any real difference between this term and the year immediately previous. The improvement in 1920 over 1919 is very noticeable for 71.35 per cent of those leaving at 15 years were above grade VI as against 65.44 per cent in 1919 and, still better, the improvement is steadily progressive from grade to grade.

Teachers.—The number of teachers in 1921 was 5,320 of whom 1,346 were male and 3,974 females, as against 5,014 in 1920 of whom 1,161 were males and 3,853 females. The proportion of male teachers seems to be decreasing. The number of first class teachers in 1921 was 390 males and 756 females, or 1,146 or nearly 23 per cent of the total; while the number of second class teachers was 2,700 or 54 per cent of the total; making a total of 77 per cent with a second class or higher. The improvement in first class certificates is especially noticeable. The lowest salary paid in rural schools was \$630, in town schools \$750 and in village schools \$840, while the average was higher in every case than in 1920. The average salary paid to males with First Class certificates in 1905 was \$732. The average salaries in 1920 are shown on page 98. Such increases in salaries enable the province to exact higher educational standing of the teachers. No student can now enter upon Normal School training with lower than grade XI standing. The number of permits in use in the province was reduced to about one-third of those in use in previous years.

Teachers in Training.—To facilitate attainment to the standard now required of teachers, the province advances loans to cover the cost of Normal training. During the year 1920 there was a third Normal school opened, this time at Edmonton, in addition to those already existing in Calgary and Camrose. This Normal school had an enrolment of 110 students with at least grade XI standing.

Rural Education.—Four new consolidations embracing 9 original units were erected in 1920; 2 more were erected during the first term of 1921, bringing the total consolidations up to 68, embracing 217 original unit. A new phase in educational activity in the province is the organization of *two-room rural schools* in district where the school population is so large that one teacher cannot do the work efficiently. Twenty-nine of these were erected in 1920 and steps had been taken to build a large number in 1921. The erection of teachers' residences tends to make rural teaching more attractive. The ratepayers in non-English speaking districts usually erect a teacher's residence on a five-acre plot near the school and provide the teacher with an adequate supply of fuel. There were 30 of these erected in 1920. Another phase of educational activity was secondary consolidation or rural high schools. Two of these were in existence at the end of the first term of 1921. Consideration is also being given to the matter of creating municipal school boards.

Medical Inspection.—In Alberta the board of every district has power to employ a medical doctor, dentist or nurse or all of these to inspect and treat the children and advise the parents. Statistics of the work done are at present available only in the city of Calgary, where during the year 1920 there were 9,781 cases referred by nurses to examining physicians, 3,192 cases were followed up by visits to the home, 599 eye cases were treated and 2,238 dental treatments were given.

Vocational and Special Schools.—Vocational education coming under the Technical Education Act was carried on in 1921 in 8 day schools situated at four centres, and in evening schools situated at 13 centres. In addition to these were the activities in agricultural education, both in the ordinary general schools and in special agricultural schools at Olds, Claresholm, Vermilion, Gleichen, Raymond and Youngstown. The following is a summary of activities in technical and special work in 1920-21:—

Technical work coming under the Technical Education Act—		
Day.....	1,860	
Evening.....	2,069	
Correspondence.....	220	
Business colleges (private).....	2,216	
Short courses in universities and colleges.....	71	
Normal schools.....	694	
Technical work at universities and colleges.....	594	
Agriculture in elementary and high schools.....	Extensive, but figures not known	
Students at agricultural schools at Olds, Claresholm, Vermilion, etc.....	—	
Pupils doing technical work included with ordinary high school work.....		
		(Manual training..... 1,448
		(Household science..... 1,589
		(Wood and metal work..... 1,448

BRITISH COLUMBIA.

General Schools.—The total enrolment during the year 1920-21 was 85,950, of whom 43,442 were boys and 42,508 were girls. Of these 3,093 boys and 4,166 girls or a total of 7,259 were in high schools; 20,223 boys and 19,427 girls or a total of 39,650 were in city elementary schools; 11,521 boys and 10,801 girls or a total of 22,322 were in rural municipality elementary schools; and 8,605 boys and 8,114 girls or a total of 16,719 were in rural schools and assisted schools. The average daily attendance in all these schools was 68,497 or 79.69 per cent of the enrolment. This percentage was the highest in Canada, the next highest being Quebec. The enrolment, average attendance and population at the nearest census years since 1871 have been as follows:—

School Year	Enrolment		Average Attendance		Population		Census Year
	Number	Ratio	Number	Ratio	Number	Ratio	
1871.....	—	—	—	—	36,247	100	1871
1873.....	1,028	100	575	100	—	—	—
1881.....	2,571	250	1,367	238	49,459	137	1881
1891.....	9,260	901	5,135	893	98,173	271	1891
1901.....	23,615	2,297	15,335	2,667	178,657	493	1901
1906.....	28,522	2,774	19,809	3,445	—	—	—
1911.....	49,451	4,810	32,517	5,654	392,480	794	1911
1921.....	85,950	8,750	68,498	11,913	524,582	1,447	1921

The rate of increase in average attendance is especially noticeable being more than 8 times that of the population while that of the enrolment was more than 6 times that of the population. The improvement in average attendance is more particularly marked since 1906. The reason for including the figures of 1906 is that this was the year in which rural municipality schools were first established. It would seem from the acceleration from this date that these schools exercised strong influence over average attendance.

Other Educational Institutions.—From table 1 it will be seen that the enrolment in other educational institutions than general schools was 11,962 of whom 6,360 were in institutions under provincial control and 2,393 in Indian schools under Dominion supervision. This makes a total of 92,310 in educational institutions under provincial control or 97,912 in all educational institutions of which statistics were available for the year. This proportion of 18·7 per cent of the population is lower than in other provinces for the reason that the proportion of children of school age to adults is smaller in British Columbia than in other provinces.

Results of School Attendance.—In high school grades there were 7,442 pupils, all but 212 of whom were accommodated in the high schools. In the Fourth Reader which corresponds to grades VII and VIII there were 16,360. This makes a total of 23,802 or 27·7 per cent of the enrolment above grade VI. If to the 23,802 be added those doing continuation work in other schools and university work there would be over 30 per cent of the total enrolment in all institutions or about 6 per cent of the total population in what would be considered secondary grades in many countries. The large numbers in high school grades are accommodated in 35 high schools in cities, 15 high schools in rural municipalities and 2 high schools in rural and assisted districts, while 85 of the 212 pupils in high school grades (Fifth Reader) outside the high schools were taught in graded rural and assisted schools where one teacher had no pupils other than of Fifth Reader grade, 61 in graded rural and assisted schools where 1 teacher taught the work of only Fourth and Fifth Readers, and 40 in a city graded school and two rural municipal schools. This leaves only 26 pupils of high school grade without high school accommodation.

Teachers.—The number of teachers was 2,734, of whom 595 were males and 2,139 females. This makes the proportion of males to females larger than in any other province. This proportion (28 per cent) is, however, less than the average since the beginning of the century (33 per cent). Of these, 251 were employed in high schools, 1,077 in city schools, 644 in rural municipality schools and 762 in rural and assisted schools. This makes 1 teacher to 29, 37, 35 and 22 pupils respectively in each of these types of schools. Of the 2,734 teachers, 433 held Academic certificates, 490, First Class, 1,105, Second Class, 418, Third Class, 139, temporary and 149, special certificates. Leaving out the special certificates, this means that 923 out of 2,585 or over 35 per cent held Academic or First Class certificates and only about 16 per cent, Third Class certificates. These proportions have been approximately the same since 1910. The salaries may be seen in table 58, page 98.

Normal Schools.—The plan of conducting advanced and preliminary courses simultaneously at the normal schools was discontinued at the end of 1920 and the advanced session only was held in the winter of 1921. A policy was put into effect by the Department of Education in 1920 of assisting members of normal school staffs and inspectors to attend summer sessions at leading universities, and one of the teachers and one of the inspectors attended a summer session at an American University. A summer session of the school for teachers was held in Victoria from July 4 to August 5, 1921, and the provincial university summer school from July 4 to August 13, the former having an enrolment of 207 and the latter of 134. Among the seven classes conducted at the provincial summer school the one for primary grade work is especially interesting. This class had an enrolment of 60.

Medical Inspection.—In British Columbia the boards of every city, town and municipal district are required by statute to appoint school health inspectors and provide them with the proper facilities for the performance of their duties.

Institutions for the blind and deaf are established at Vancouver with a staff in 1921 of 6 teachers and an enrolment of 51 pupils of whom 26 were boys and 25 girls. Provisions were made early in 1918 for special training of retarded pupils in the schools of Vancouver. Sixteen special classes were open in 1920-21.

Technical, Agricultural and Special Education.—School gardening was conducted in 119 schools by 194 teachers with 6,199 pupils in elementary grades; school supervised home-gardening was conducted in 56 schools by 77 teachers with 721 pupils. Other home projects—rearing of poultry, pigs, etc.—were carried on especially in districts served by district supervisors of agricultural education. A regular two-year course in agriculture is now being taught in 14 high schools to approximately 400 students. Technical schools are now established in the cities of Vancouver, Victoria and New Westminster. Vancouver Technical school was opened in March, 1921, the technical work having formerly been carried on at one of the high schools. Further particulars of technical and special work in British Columbia in 1920-21 are given as follows:—

Technical work coming under the Technical Education Act—	
Day.....	1,441
Evening.....	3,197
Correspondence.....	135
Business colleges (private).....	1,925
Normal schools.....	377
Departmental summer school for teachers.....	207
University summer school for teachers.....	197
School gardens—Elementary—	
Schools represented.....	119
Teachers represented.....	194
Pupils represented.....	6,199
Agriculture in high schools—	
Schools.....	14
Pupils.....	400

DOMINION AND GENERAL.

Frontier College.—The Frontier College, formerly called the Reading Camp Association, was established in 1900. It was incorporated by chapter 77, Dominion Statutes of 1922, as the Provincial College, with head office at Toronto or elsewhere as may be determined from time to time by by-laws of this college. The objects of this college as defined by statute are: (a) to promote education among Canadian working men and women and Canadian immigrants; (b) to promote higher educational training and instruction for teachers and social workers among Canadian working men and women and immigrants. The college may conduct classes and construct buildings in such places as the vicinity of factories, industrial plants, mining, lumber and railway camps and all communities of workers engaged in construction, industrial, agrarian and other labouring pursuits. The college has power to confer degrees in Arts; it shall have no religious qualifications or tests; it has power to establish branches and affiliate with other colleges or universities. A large staff is now distributed from coast to coast throughout the various logging camps and construction labour gangs, etc. The Ontario Department of Education has been for some time extending a grant to this college.

Honorary Advisory Council for Scientific and Industrial Research.—This council was constituted in 1915. Accounts of the organization and activities of this council may be found in its own reports and also in the 1916-17, 1918, 1919 and 1920 editions of the Canada year Book. During the year 1921-22 a number of applications for financial assistance in aid of special researches were approved by the council, and assistance granted. Among these may be mentioned: (1) an investigation to ascertain the possibility of cultivating economically in British Columbia several essential oil and drug plants; (2) investigations regarding the relations of the infra red rays to the structure of atoms; (3) a study of the gap in ether rays between ultra-violet light and X-rays; (4) a study of the cause and

treatment of acidity in the soils of Quebec and New Brunswick; (5) an attempt to analyze the paths of balls in ore crushing tube hulls by means of photography; (6) to investigate the causes of soil corrosion of iron piping and other iron structures in Canada; (7) an investigation to remedy the destructive effect of alkali soil waters of the west on concrete; to investigate the problem of utilizing the low grade iron ore deposits of Canada. These investigations are made, of course, by trained experts at favourable centres such as universities, etc.

Dominion Technical Education Branch.—The activities in vocational and special education in the different provinces have already been reviewed under each province. Tables 46 and 47 below give the figures for 1921 for vocational schools participating in the grants under the Dominion Technical Education Act of 1919. The Dominion end of Technical education activities is administered by the Technical Education Branch of the Department of Labour. Full details of the activities of this branch for the year 1921 are to be found in the second annual report of the branch and in bulletins entitled Vocational Education Bulletins issued from time to time by the branch. This bulletin contains brief articles from authoritative sources dealing with the developments in the work throughout the Dominion and with special features of interest to teachers and directors, also new items of interest, book reviews and lists of textbooks. Among the activities of the year 1921-22 should be mentioned the organization of the Agricultural and Technical school at Charlottetown as a direct result of the additional aid provided by the Dominion Technical Education Act. The reorganization of short-time vocational classes in the Nova Scotia Technical College, the provision for classes among fishermen and the development of a correspondence division in connection with vocational work in Nova Scotia, have been facilitated by federal aid as were also the various features discussed in connection with technical education under the different provinces. The figures for technical education given in the different tables throughout the report are for the year 1920-21. The following figures for 1921-22 are from the latest report of the Dominion Technical Education Branch (at the time of writing this has not yet gone to press).

The amount paid to the provinces under the Technical Education Act for the fiscal year ending March 31, 1922, was \$720,236 of which British Columbia received \$47,904; Alberta, \$82,606; Saskatchewan, \$13,666; Manitoba, \$21,174; Ontario, \$378,175; Quebec, \$114,651; New Brunswick, \$32,758; Nova Scotia, \$22,161 and Prince Edward Island, \$7,142. The provincial expenditures for the same year were \$2,201,534 of which \$97,310 was expended on administration, \$15,036 on teacher training, \$23,428 on correspondence instruction, \$1,273,759 on capital account, \$453,362 on teachers' salaries, \$51,397 on maintenance and \$286,705 on special grants. The total expenditure by provinces was: British Columbia, \$95,888; Alberta, \$874,581; Saskatchewan, \$27,331; Manitoba, \$42,348; Ontario, \$800,515; Quebec, \$229,302; New Brunswick, \$44,322; Nova Scotia, \$65,516 and Prince Edward Island, \$21,731. The number of schools during the school year ended June 30, 1922, was 283 of which 72 were day schools, 207 were evening schools and 4 were correspondence departments; the number of teachers employed was 527 in day schools, 1,711 in evening schools, 30 in correspondence work or a total of 2,268; the number of pupils was 13,585 in day schools, 46,219 in evening schools and 2,154 in correspondence courses or a total of 61,958. Summer schools for teacher training numbered 4 with a staff of 22 and an enrolment of 231. The pupils by provinces (the order of the provinces being the same as given above from West to East) were 5,844, 3,477, 2,667, 5,802, 31,823, 6,158, 2,931, 3,093 and 166. Attention is once more called to the fact that the number of schools and pupils given above are for technical activities participating in the grants under the Dominion Technical Education Act and does not represent all the technical or vocational activities in each of the provinces.

Canadian National Committee for Mental Hygiene.—This committee was organized in Ottawa on April 26, 1918, "to work for the conservation of mental health and for improvement in the care and treatment of those suffering from nervous and mental diseases or mental deficiency, and for the prevention of these disorders; to co-operate with other agencies; to enlist the aid of the Dominion and Provincial governments; and to help organize and aid affiliated provincial and local societies or committees of mental hygiene". The services of three mental specialists, four social workers and an office staff were secured and a head office was opened at 143 College street, Toronto, and another at 121 Bishop street, Montreal. Among other works, the committee since its organization has accomplished: (1) Survey of the province of Manitoba (1918); (2) Survey of British Columbia (1919); (3) Psychiatric studies in Toronto; (4) Psychiatric studies in Montreal; (5) work for returned soldiers suffering from mental and nervous diseases; (6) work in connection with immigration; (7) work in connection with medical education, educational publicity etc.; (8) work among "normals" and "supernormals"; (9) the establishment of a library containing literature on the subject of Mental Hygiene; (10) a Bureau of Statistics, and (11) a Survey of Nova Scotia (1920). A quarterly publication known as the "Canadian Journal of Mental Hygiene" is issued from the editorial office at 121 Bishop Street, Montreal.

Indian Education.—During the year 1921 there were in operation a total of 326 Indian schools of which 253 were day schools, 58 boarding and 15 industrial. This represents an increase of 6 day schools and a decrease of one industrial school since the previous year. The total enrolment for the year was 12,558 pupils of whom 6,219 were boys and 6,339 girls, being an increase of 362 over 1920. The enrolment was distributed among the day schools (7,775), boarding schools (3,156) and industrial schools (1,627). The average attendance was 8,723, or an increase of 1,094 over the preceding year. In addition to the above there were about 100 Indian children being provided for and educated in public and private residential schools throughout the Dominion, besides a number attending high schools. The 326 schools in operation during the year were conducted under the following auspices; undenominational, 53 day and 1 industrial; Roman Catholic, 87 day, 32 boarding and 8 industrial; Church of England, 71 day and 3 industrial; Methodist, 38 day, 5 boarding and 3 industrial; Presbyterian, 3 day and 5 boarding; and the Salvation Army, 1 day school. The expenditure on Indian Education from parliamentary appropriations during the year was \$1,112,410. In addition to this, various bands of Indians contributed \$47,297 towards the payment of teachers' salaries.

HIGHER EDUCATION.

Statistics.—Tables 63 to 71 show that during the year 1921 or latest year reported there were in operation in Canada 23 universities and 65 affiliated, professional and technical colleges, including 21 classical colleges. The universities had a teaching staff of 3,922 of whom 2,865 men and 467 women were specified by sex. The number of students was 34,730 of whom 25,453 men and 9,627 women were specified. Of this number 12,645 were registered also at affiliated colleges. The total number of students is exclusive of 407 men and 232 women registered at the same time at two Federated Universities in Arts, Pure Science and Theology.

The number of students added by faculties was 36,206 so that 1,476 students must have been registered in more than one faculty. The comparative attraction of the different faculties cannot be represented fairly by giving the number of students in the faculties of universities alone. The following table shows the number in the various faculties in both universities and colleges with a

total excluding those who are registered in both at the same time. Arts and Pure Science are not fully represented, as the statistics of certain colleges affiliated or annexed to universities were given in mass and not by faculties. The statistics of the other faculties are fairly full as the 1,224 students who were not specified by faculty clearly did not belong to any of the faculties mentioned.

Name of Faculty	Universities				Colleges				Total Universities and Colleges excluding duplicate			
	Number of Institutions	Number of Students			Number of Institutions	Number of Students			Number of Institutions	Number of Students		
		Men	Women	Total		Men	Women	Total		Men	Women	Total
Preparatory Courses..	7	8,003	2,412	10,415	18	1,799	312	2,111	25	9,802	2,724	12,526
Undergraduate Courses in Arts and Pure Science.....	23	6,437	3,038	10,147	12	436	306	742	35	6,873	3,344	10,889
Graduate Courses.....	14	476	214	690	1	3	1	4	15	479	215	694
Medicine.....	9	3,088	152	3,240	-	-	-	-	9	3,088	152	3,240
Engineering and Applied Science.....	13	2,606	2	2,608	1	33	-	33	14	2,639	2	2,641
Music.....	3	212	783	995	2	128	12	140	5	340	795	1,135
Theology.....	10	664	7	671	20	707	360	1,067	30	1,371	367	1,738
Social Service.....	4	74	563	637	-	-	-	-	4	74	563	637
Commerce.....	5	610	19	629	3	282	24	306	7	683	43	726
Law.....	7	572	21	593	1	420	16	436	8	992	37	1,029
Pharmacy.....	8	434	20	454	1	158	10	168	9	592	30	622
Banking.....	1	380	-	380	-	-	-	-	1	380	-	380
Dentistry.....	3	342	24	366	1	873	17	890	4	1,215	41	1,246
Architecture.....	5	295	-	295	-	-	-	-	5	295	-	295
Agriculture.....	3	284	6	290	3	793	4	797	6	1,077	10	1,087
Education.....	2	176	84	260	1	2	159	161	3	178	243	421
Household Science.....	4	-	235	235	5	-	499	499	8	-	612	612
Nursing.....	4	-	181	181	2	-	7	7	6	-	188	188
Forestry.....	3	105	-	105	-	-	-	-	3	105	-	105
Veterinary Medicine.....	1	20	-	20	1	96	-	96	2	116	-	116
Summer School for Teachers.....	5	299	284	583	5	241	828	1,069	10	540	1,112	1,652
Summer School for other than Teachers	2	88	21	109	4	162	51	213	5	177	71	248
Other Short Courses..	2	-	250	250	4	966	145	1,111	2	966	395	1,361
Correspondence.....	3	402	357	759	6	309	10	319	9	711	367	1,078
Physical Education...	1	-	70	70	-	-	-	-	1	-	70	70

The concentration in the case of the largest faculty besides Arts and Science, namely Medicine, is very noticeable. The 3,240 students in this faculty studied at only 9 of the 60 odd institutions, while, as may be seen from table 65, about 57 p.c. of them were registered in 2 institutions. Similarly, in the case of the next largest, Engineering, while the 2,641 students were distributed among 14 institutions, almost 56 p.c. of them were registered in 2 institutions or about 70 p.c. in 3 institutions. In contradistinction to these is the next in order, Theology, of which the 1,738 students were registered in 30 different institutions.

It is also noticeable that of the 16,322 students in the 16 faculties which are not short courses, or Arts and Science, 5,412 or about 33 p.c. studied in faculties connected with the medical profession; while 12,321 or about 76 p.c. studied in faculties which might be included in the five faculties of Medicine, Engineering, Theology, Law and Agriculture; the only remaining large group being music. While the number in regular faculties of education is small, the number attending summer courses for teachers is fourth in order of size and is distributed over more institutions than any of the others except Theology and Engineering. Further, it is spread over every province except two. This comparatively new movement seems, then, to show signs of rapid growth. So far as returns have been received for 1922, about a thousand students in summer schools for teachers have already been reported by three institutions. Correspondence courses also seem to be spreading far and wide.

Table 67 shows the number of the students of Canadian universities who are not residents of the province in which the university is located. The number coming from places outside Canada should be especially interesting, particularly as these students are not attending one or two institutions only, but are distributed over 19 out of the 23 Canadian Universities.

The financial statistics of universities are given in table 68 and of colleges in table 71. The number of students by academic years in universities is given in table 66. The term "academic years" should be explained. By the "first year" is meant the first year of a regular course leading up to a First degree such as B.A., B.Sc., etc., and not necessarily the first year at the institution. For example, an institution may offer three years of high school work on the successful completion of which a student enters upon his undergraduate work in Arts in the same institution. The three years of high school work are referred to in the table as "courses leading to Junior Matriculation and other preparatory courses," while "First year" refers to the first of the subsequent four "years" in Arts.

Conference of University Presidents.—More than 40 university presidents, principals, deans and professors assembled in Winnipeg on June 16 and 17, 1922, with the object of exchanging ideas among the different institutions, discussing common problems and considering suggestions which might lead up to more standardized curricula in the universities of the Dominion. Among the problems discussed were: (1) Supervision and regulation of athletics; (2) Supervision of freshmen; (3) Advisability of reciprocal agreement for dealing with expelled students; (4) The university and the training of teachers for secondary schools; (5) Limiting the number of students in the faculty of Arts; (6) Some scientific problems in agriculture and (7) a centralized graduate school for Canada.

PRIVATE SCHOOLS.

Tables 72 to 76 of this report give the statistics of private schools in Canada for the year 1921. The term private schools here includes: (1) educational institutions under private or denominational control which do the work of the ordinary school grades but which have a somewhat larger proportion of pupils taking only commercial work, music and other special subjects than ordinary publicly controlled schools; (2) business colleges, which teach commercial courses mainly. The tables show that during the year there were in attendance at business colleges in all the provinces over 29,300 pupils and in the other private schools, in eight provinces, over 18,250 pupils as against nearly 2,000,000 in ordinary publicly controlled schools in the same provinces. The figures for both business colleges and private schools are not quite complete as a certain number did not report, but as these were nearly all small institutions, some of which were not in actual operation during the year, there is reason to believe that the figures in the tables give as close an approximation to the total number attending these institutions as is given by most countries reporting such statistics.

Only two points will be discussed in connection with the statistics of private schools. The first of these is the value of such statistics as supplementary information to that given by the reports of publicly controlled schools, especially on the question of elimination of pupils from school. The tables giving the ages of the pupils in publicly controlled schools in different provinces show, where ages by single years are given, that there is a serious elimination from school after the age of twelve or thirteen, in spite of compulsory attendance laws. Without supplementary information it is impossible to state whether these pupils drop out of school altogether, or merely transfer to private schools. One superintendent of city schools gives full information on this point from year to year. For example, in his 1921 report he stated that, during that school year, his schools had an enrolment of 35,766. Of this enrolment, 26,772 had been on the register of the same city schools in the previous year; 2,087 had come from schools in the province other than the schools of the city in question; 1,455 had come from schools outside the province; and 5,452 had not previously

attended school. During the year, 3,978 pupils were withdrawn from the public schools of the city. Of these, 276 had entered private or denominational schools; 2,587 had removed from the city; 498 had gone to work; 98 had been kept at home to assist in household work; 361 had been withdrawn through illness; 56 had died; while no cause was ascertained for 102 withdrawals. If information of this kind were available for the whole province and for every province, it is possible that it would be seen that elimination from the schools during early adolescence is not so great as it would seem at first sight. Of the 3,978 who had been withdrawn, only the 56 who died and the 498 who had gone to work had necessarily left school. It is not unlikely that the 2,587 who had removed from the city would be enrolled in some other schools, while 276, or about half as many as had definitely left school had entered private schools. Now on consulting the table of private elementary and secondary schools, it will be seen that the distribution by ages is practically an inversion of the order of the distribution by ages in publicly controlled schools up to the age of 16; and that instead of a sudden drop from 13 as in public schools, there is a sudden rise. Only 13,891 of the 18,250 pupils in private schools were classified by age, while the remaining 4,359 were generally in attendance at institutions of which the classification by grade was not the same as that given in the questionnaire, and many of them were in large secondary institutions where the great majority of pupils would be above the age of 13. It would seem, therefore, that the drop in the attendance at publicly controlled schools a year or two before compulsory attendance regulations are satisfied, would be filled to a certain extent by attendance at private schools, the curricula of which are satisfactory to public educational authorities. Again, those attending private business colleges are not all adults, and a considerable number of them might be added to the number of early adolescents attending public schools.

The second point has reference to the classification by age and grade in these private elementary and secondary schools. Of the 18,000 odd in these schools, the classification by grade (Kindergarten to Grade XII) and age by single years of only 10,245 was obtained; but this sample is large enough to be fairly representative of the type. What is interesting about this distribution is that it is not according to the grading of any one province, but rather a combination of that of seven provinces. The schools represented are nominally independent of the Education Departments of the provinces in which they are situated, but in reality they are in close affiliation to these departments, especially in the matter of curricula. For this affiliation may be mentioned three reasons: (1) a large number of these private schools are denominational schools having for their end, among other things, the training of teachers for denominational schools. Before such teachers are granted professional certificates by the province they must pass the departmental examinations of the province, and in order to do this, it is necessary for them to study the subjects prescribed for these examinations. In some provinces where certain laboratory courses are added to these examinations and required of prospective teachers, these private schools, of their own accord, ask for government inspection in these courses. (2) Since compulsory attendance laws are now fairly general throughout the Dominion, the courses and teaching of these private schools must satisfy the authorities responsible for carrying out these laws. (3) Finally, many pupils of private schools aim at a university education, and the matriculation to universities not only brings about a similarity between the courses of study and standards in the private schools and in the public schools of the province in which they are situated, but also a similarity between the courses of study and standards of the private schools of one province and those of another. "Junior Matriculation" and Grade XI examinations, which are roughly equivalent, are in the main the common factor linking general education, the teaching profession and the universities in all provinces. The tendency, therefore, is for all schools—whatever additional subjects they may introduce,

and whatever innovations they may make in method—to have in mind ultimately these examinations. It is possible that even the purely cultural “colleges” come under the operation of this tendency. In combining, therefore, the statistics of age-grade distribution of the private schools of the different provinces, we are not necessarily combining things which are dissimilar from the point of view of aim and curricula. It might be expected, however, that as these schools are operated independently, the differences in *method* would bring about different results, and that the nominal grade in which pupils are placed would differ far more in relation to the ages of the pupils as between different private schools in different provinces than as between the public schools in these provinces. On examining table 74 closely it will be seen that the correlation between age and grade, instead of being lower than in public schools, is higher—in fact remarkably near perfection. The method of correlation used was the shorter method of Leonard P. Ayres. This method was also used by the Statistical Division of the Bureau of Education at Washington in its bulletin on Statistics of City School Systems, 1917-18. A comparison between the table for private schools under discussion and certain city schools analyzed in the American report shows that the Canadian private schools compare very favourably with the best American city schools in this correlation between ages and grades. This high correlation does not necessarily mean that the work in the private schools is better than that in the public schools. What it seems to mean more than anything else in this case, is that the phenomenon in public schools of a large number of overage pupils dropping out in the lower grades, and leaving comparatively young pupils in the higher grades, is absent in the case of private schools. The proportion of retarded pupils seems to be just as great in private as in public schools, and also the proportion of accelerated pupils, both of whom spoil the correlation between age and grade. However, in private schools the retarded pupils either keep on from grade to grade themselves, or drop out to be replaced by retarded pupils in the upper grades from public schools; while in public schools, the retarded pupils drop out altogether. On applying another test called the coefficient of regression, however, it is seen that the rate of progress is over 9/10 of a grade a year throughout (.907). This is unusually good progress, implying that the twelve grades at this rate are covered on the average in 13 1/3 years.

Private schools show definite individuality when compared with public schools in the matter of retardation (“retardation” here refers strictly to age, as compared with grade, not to repetition in the grade). In public schools it is usual to find the first grade showing a small percentage of retarded or overage pupils; this percentage increases from grade to grade up to a certain grade, this certain grade differing in different types of school, communities or provinces, and being either the grade at which a large proportion of overage pupils drop out of school, or a grade somewhat easier than the rest. The smaller percentage of retarded pupils in the first grade represents to a great extent pupils late in entering school, while the increase in the percentage in subsequent grades roughly represents repetitions in the grades. If 6 and 7 years are taken as the normal ages, in Grade I; 7 and 8 in Grade II and so on, it will be seen that there is no resemblance between the course of retardation in private and public schools, although retardation in private schools is just as great. Retardation in the private schools does not seem to obey any definite principle and is approximately constant from Grade I to Grade XII. There are two explanations of this: (1) that there is less repetition in private than in public school grades and (2) that the successive grades in private schools are recruited from without to a much greater extent than in public schools. The second possibility renders it unsafe to draw conclusions from the small accumulation of retardation from grade to grade, and from the high coefficients of correlation and regression in private schools.

APPENDIX—SUMMARY OF EDUCATIONAL LEGISLATION IN THE DIFFERENT PROVINCES IN 1921.

PRINCE EDWARD ISLAND.

Public School Act.—Chapter 3 amends the Public School Act of 1920 in the following respects:—

School Age shall mean the age of six years attained anytime within the school year up to and including the age of fifteen years. The Board of Education shall have power to accept *aid or co-operation* looking to the improvement of schools or the welfare of teachers or pupils and make regulations relating to such. The Board of Education shall have power to make provisions for the *medical inspection of schools*, to appoint school health inspectors and assistants, to make arrangements for co-operation with the Red Cross Society and to make regulations relating to qualifications etc. A teacher by the Act of 1920 should receive from the Provincial Treasury full salary attached to his class of certificate only if the average attendance of the pupils reached 50 per cent of the children of school age residing in the district, unless non-attendance was caused by sickness in the district; *this average is now raised to 60 per cent.* The minimum *poll tax* is lowered from \$2 to \$1 and a distinction is made between (1) resident property holders, (2) householders, but not resident property holders and (3) male residents who are neither property holders nor householders. The tax is the same for all these but (2) and (3) are exempted on reaching the age of 65 years. If a resident and the mother, stepmother etc. of a child of school-age, a *woman may vote and be eligible for school trustee.* *Grants for school equipment* up to \$25 a year may be made by the Board of Education to approved districts. *Temporary licenses* may be granted by the Board of Education valid until the 30th June following their issue. *Compulsory Attendance.*—Every child between 7 and 13 shall attend every month for 60 per cent of the days the school is in operation; penalty up to \$20 unless specially exempted.

Provincial Agricultural and Technical School.—Chapter 5, relating to the Provincial Agricultural and Technical school, entrusts the operation of this school to the Department of Agriculture under the management of the Commissioner of Agriculture, but under the inspection of the Chief Superintendent of Education who is also to advise and assist the Commissioner. The teaching staff of the school are under the direct control of the Government; the salaries and maintenance are derived partly out of the ordinary provincial revenue and partly from the Dominion Subsidies for Agricultural and Technical Instruction. The Provincial Government regulates examinations, entrance qualifications, diplomas, etc.

School Supplies Act.—Chapter 6 empowers the Board of Education to appoint or remove a business manager or assistant under the School Supplies Act.

Prince of Wales College and Normal School.—Chapter 4 amends the Act to amalgamate Prince of Wales College and Provincial Normal school by empowering the Provincial Government to appoint and fix the salaries of the staff; the principal is to be a graduate of a Canadian or British university; it also empowers the Board of Education to make orders and regulations for the control, management, inspection and operation of the College and Normal school.

NOVA SCOTIA.

Education of Mentally Defective Persons.—Chapter 8 provides for the establishment of an institution for the custody, care and education of mentally defective persons of a low grade, including moral defectives; provisions are to be made for transfers of such persons as are already confined in other institutions including jails and reformatories; a medical superintendent devoting full-time to the work is to be appointed by the Governor in Council; the maintenance of the defective, not privately provided for, shall be chargeable upon the municipality, town, city or corporation where the defective has a settlement, and failing such a settlement, upon the provincial treasury; the institution is to be under the Minister of Public Works and Mines.

Education Act of 1918.—Chapter 59 amends chapter 9 of 1918 as follows: the Council of Public Instruction is empowered to expend moneys appropriated for the purpose of *aiding schools in remote sections*; one of the school trustees may be a *woman*; by the Act of 1918 the government grant attached to a Class "A" teacher's certificate was \$150 and on condition that the recipient was teaching in a superior or high school of prescribed status; the grants to the Academic class were \$180 if the recipient taught in an approved high school or \$210 if principal of an approved high school or of all the schools in a section; the Act of 1921 (chapter 59) strikes out these conditions and *allows a grant of \$175 to a Class "A" teacher or \$210 to an Academic teacher if teaching in any public school*; a *penalty tax* of 1 cent is imposed for each half day absence of a child from a school of which the board has adopted the *compulsory attendance* regulations, providing the child is not specially exempted; section 147 of the 1918 Act had provided that if the compulsory regulations were adopted by resolution at an annual meeting of any school, a two-third majority vote at a subsequent meeting might rescind this resolution; *section 7* of the Act of 1921 repeals said section 147 and substitutes a section which omits the clause referring to authorizing the rescinding of the resolution; as amended by this section 7, the compulsory attendance laws of 1918 "apply to every school section not being a city or town" instead of "to every school section, not being a city or town, in which a resolution . . . is adopted by a vote of the majority etc."

Woman Suffrage.—Chapter 60 amends the Education Act by extending to any woman qualified to vote under the Nova Scotia Franchise Act the same rights and privileges at school elections as to male poll tax payers.

School Attendance in a neighbouring section.—Chapter 62 amends the Education Act by providing that if children attend school in a neighbouring section, when no school is provided in their own section, their fees and necessary travelling expenses shall be a charge on the defaulting section.

NEW BRUNSWICK.

The Schools Act.—Chapter 23 repeals subsection 1, section 6 of chapter 50 (1903) relating to Normal and Model schools, and substitutes a subsection which in addition to the provisions of the original, charges upon the City of Fredericton one-half the gross salaries of the teacher of the model departments, and empowers the Board of Education to *make loans not exceeding \$400* to qualified and eligible students to enable them to complete a course at the Provincial Normal School; the Chief Superintendent is empowered to allow to school districts a sum to the limit of \$100 for each department providing for *retarded pupils*, and \$100 to a duly licensed teacher who has specially qualified to instruct retarded pupils.

Education of the Blind.—Chapter 26 amends chapter 51 of consolidated statutes (1903) by raising the amounts paid from the provincial treasury and the County School Fund for the education of the blind from \$75 to \$200 for each blind pupil; the same rise being made in the rates on a city or town which does not contribute to or draw from the County School Fund; in the case of a blind pupil who has no settlement, the province pays \$400 instead of \$150.

QUEBEC.

Demonstration Farms and Dairy School, etc.—Chapter 38 authorizes the Minister of Agriculture to establish *demonstration farms*; chapter 39 authorizes the Minister of Agriculture to establish a *Dairy School of the Province of Quebec* and also *intermediate agricultural schools*, and authorizes the appropriation of \$50,000 for other purposes.

Public Instruction Act.—The revised statutes of 1909 are amended by fixing the pension of every officer of primary instruction at 2/100 in the case of men and 3/100 in the case of women of average salary (during the 25 years during which salary was the highest) multiplied by the number of years of service up to 35 years, providing no women receive more than 90 per cent of average salary during the highest 10 years and that no officer retired after July, 1921, receive less than \$100; the pension of every officer retired after July 1, 1921, must be increased by 25 per cent if less than \$300, provided it does not exceed \$300. (Secs. 6 and 7, chap. 47).

Montreal Catholic School Commission.—Chapter 49 amends section 7 of chapter 39 of 1920 by authorizing the Montreal Catholic School Commission to take a *census of the children* of school age in its territory every three years, and to ascertain the number in certain categories who are attending school; it also amends chapter 38, George V, by authorizing the central board to create an endowment fund for lay teachers of both sexes.

Universities.—Chapter 3 authorizes the provincial government to give Laval and McGill Universities the sum of not more than \$1,000,000 each, payable by annual instalments of not more than \$200,000 each to each university.

ONTARIO.

Education Act.—Chapter 89 amends the Education Act by adding a clause empowering the minister to declare that for the purpose of apportioning grants, the public and separate schools in any county, or in a village or in a town having a population of less than 1,500 in a provincial judicial district shall be deemed a *rural district*.

Public Schools Act, 1920.—Chapter 89 amends the Public Schools Act, 1920, by authorizing the council of a township to set apart any portion of the township lying contiguous to a city or town as a *township school area* and to declare that the original sections shall cease to exist as separate sections and the board shall be dissolved; the board of the township school area shall consist of 5 members; the board may enter into an agreement with an urban board for joint use of school, etc., upon which (when duly approved) the area is exempted from the general rate levied for teachers' salaries.

Continuation Schools Act.—Chapter 89 also amends the Continuation Schools Act by providing that no fees shall be payable by resident pupils or by county pupils or pupils whose county makes the required contributions toward the continuation school in a separated town or in a town situated in an adjacent county; the council of every county is made liable to pay an amount equal to the legislative grant to continuation schools and where the cost exceeds the usual grants and fees the county pays to the board as follows:

$\left(\frac{80}{100}\right)$ total expenditure on debentures and interest + total cost of maintenance
—legislative grants—fees) \times

$$\frac{\text{total days' attendance of county pupils at the school} \\ \text{during the next preceding 3 years}}{\text{total days' attendance of all pupils at the school} \\ \text{during the same 3 years}}$$

Where county pupils are admitted at a separated town continuation school or in a town, village or township situated in an adjacent county, the county pays 80 per cent of the cost of educating such pupils, the amount of payment being calculated as follows:

$\frac{80}{100}$ (total expenditure for maintenance + total expenditure in paying off debentures and interest on such — legislative grants — fees) \times

$$\frac{\text{aggregate attendance of county pupils at the school}}{\text{aggregate attendance of all pupils at the school}} \}$$

High Schools Act.—Chapter 89 also amends the High Schools Act by making counties liable for the cost of their pupils at high schools to amounts calculated as in the case of continuation schools; provision is also made for the appointment of officers to collect and distribute information regarding available occupations in employment, and to act as vocational advisers to the high school pupils.

Teachers' and Inspectors' Superannuation Act.—Chapter 89 amends the Teachers' and Inspectors' Superannuation Act by allowing regulations to reduce the number of years of employment necessary to entitle to superannuation allowance, and increasing the amount, and providing for the return of contributions in case of death before pension is awarded.

School Attendance Act.—Chapter 89 also amends the School Attendance Act by requiring the appointment of attendance officers by public, high school and separate school boards in every urban municipality.

Vocational Education.—Chapter 90 authorizes the provision for duly admitted pupils in the following schools and departments: (1) industrial, (2) home-making, (3) art, (4) technical high, (5) agricultural high, (6) commercial high; the courses of instruction to include (1) general full-time day, (2) special full-time day, (3) part-time day and (4) evening; pupils who may be duly admitted to a day high school may be admitted to vocational schools; pupils qualified to enter day high schools are admitted to full-time day courses in commercial or technical high school; pupils of at least fourth form standing are admitted to a general, special or part-time course in an industrial, a home-making or an art school or in an agricultural high school or to a special or part-time course in a commercial or technical high school; workmen or workwomen employed during the day may be admitted to a vocational evening school if competent to receive instruction therein.

McMaster University.—Chapter 134 removes the restriction set by the act of incorporation of McMaster University as to the value of lands held and the period of time during which it may hold same, providing, however, that the corporation does not carry on real estate business.

MANITOBA.

Public Libraries Act.—Chapter 48 amends the Public Libraries Act by authorizing the council of a town, village or rural municipality to establish a free public library upon receipt of a 25 per cent petition.

Public Schools Act.—Chapter 49 amends the Public Schools Act by changing the date of annual meeting from the first Monday in December to the third Monday in July; it also adds to the powers of the Council of a rural municipality that of forming a new school district comprising portions of an existing district or districts and lands not included in any school district; it *increases the limit of the amount of compensation to parents conveying children to school* from 15 to 50 cents per day for each child; it authorizes trustee boards to supervise and direct *sports and games*, as well during *vacation* as during school terms; it also withdraws from the grants to consolidated schools “sum not exceeding five hundred dollars, in addition to all other grants, towards defraying the initial expenses connected with such merger of school districts”; it also makes it lawful for a trustee in a consolidated school to operate a van route or routes in his own district; it increases the amount levied by the council of each rural municipality from \$20 to \$60 a month during time school was open and a proportionate amount for each school district partially included; a school district employing more than one teacher shall receive \$60 instead of \$20 for each teacher; it also adds a section making it lawful to submit a by-law for the dissolution of a municipal school district.

Brandon S.D.—Chapter 51 also amends the Schools Act by providing that school trustees in the city of Brandon be elected by the general body of electors, instead of by wards as heretofore, the number of trustees remaining at ten, five retiring each year.

SASKATCHEWAN.

University Act.—Chapter 44 amends the University Act in respect to amount received under the Succession Duty Act, and to the subjects for anatomy.

Secondary Education Act.—Chapter 45 amends the Secondary Education Act by repealing subsections referring to fees in high schools and to expulsion of pupils, by amending other sections referring to fees for secondary education, and by providing for a grant of \$4 a day to a high school or collegiate institute for each teacher employed, and of 15 cents per day for each non-resident pupil in actual attendance in classes above Grade VIII.

School Act.—Chapter 46 amends the School Act by repealing a subsection referring to powers of Superintendent of Education; by requiring that a nominee for office of trustee be able to read and write, by empowering trustee to provide noon lunch and to pay salary to teachers under certain conditions when sick; Chapter 47 provides for the payment of grants in support of elementary education to the extent of (1) in rural districts, \$1.50 for every teaching day a school is in operation and an additional sum of 60 cents the first year and 40 cents the second year a school is open, (2) in town districts \$1.50 for every teaching day open, but if the district maintains between 6 and 10 rooms the rate of grant shall be \$1.30 per day; between 11 and 25 rooms, \$1.10; over 25 rooms, 90 cents; (3) to every district maintaining a school exclusively for pupils above Grade VII, \$3 per day subject to certain conditions; (4) to every district providing noon lunch, 50 p.c. of initial cost of equipment; it also provides for science equipment, conveyance, night schools, teacher's residence and special grants.

Education of Soldiers' Dependent Children Act.—Chapter 48 amends the Education of Soldiers' Dependent Children Act by resident requirements and by making slight changes in the donation of assistance to education.

ALBERTA.

Public Libraries.—Chapter 36 amends the Public Libraries Act by providing that in any city of 50,000 or more where there is only one original or main library, a grant on the same scale as the original may be paid for one branch library.

School Assessment Ordinance.—Chapter 42 amends the marginally noted by providing for assessment and taxation in secondary consolidated school districts.

School Grants Act.—Chapter 42 also amends the School Grants Act by allowing an additional grant of 50 cents per day to each district operating only one room if instruction is given by written authority in grades above the eighth; by decreasing the grant in graded schools for rooms with pupils above grade VIII from \$1. to 50 cent per day for each room; by limiting the grant for conveyance to graded schools to 50 per cent of the amount of contract with the driver of the van; by increasing the additional grant to any district having in its senior room a daily average attendance of at least 6 pupils in grades above the eighth, and maintaining not more than one room exclusively for such grades, from \$2 to \$2.50 per day; by decreasing a similar grant in the case of consolidated schools from \$3 to \$2.50 per day; in the original act, each district in which the number of teachers did not exceed 12 and which maintained one or more rooms exclusively for secondary grades, the sum of \$2 per day was allowed, or if the teachers exceeded 12, the sum of \$1.50 per day, in both cases if the average attendance of these pupils did not fall below 15; if these districts provided facilities for education without fees of all non-resident children of such grade, a special sum of \$1.50 per day was granted; the limit of 12 teachers by the 1921 amendment was raised to 20 and the special sum because of no fees to non-residents was raised from \$1.50 to \$2; every secondary consolidated school is granted \$4 per day on maintaining the 15 pupil average and charging no fees to non-residents; a school is entitled to the regular grant during the time it is closed on account of a teacher's attendance at a *school fair*.

Secondary Consolidated Schools.—Chapter 43 amends the School Ordinance by providing for the consolidation of schools for the education of pupils above grade VII or grade VIII, such a consolidation to be known as a *Secondary Consolidated school district*.

BRITISH COLUMBIA.

Public Schools Act.—Chapter 56, first session, amends the Public Schools Act with reference to *high schools* and *superior schools*—in the original Act the Council of Public Instruction was empowered to establish a high school in any municipal school district where expedient, every such high school to be under control of the Local Board of School Trustees for the municipal school district, no high school to be established where there were less than 20 available high school pupils; in the amendment "municipal" is omitted and "or in any high school area" is added and provision is made for control in this high school area; the limit of 20 pupils is lowered to 15; in the case of superior schools the original act authorized the establishment of superior schools in district municipality school districts; "district municipality" is omitted in the amendment; the "subjects of the senior grade of the public school course and the junior grade of the high school course", taken in superior schools, is changed to the "last year of the public school course and the first two years of the high school course". The minimum number of 10 high pupils available to be instructed is lowered to 8 pupils and "and provided that not more than two superior schools be established in any school district" is omitted; provision is also made in the amendment to unite two or more adjoining school districts, for the purpose of constituting a *high school area* and to establish there one or more high schools. Trustees are authorized to maintain in operation, during July and August, rooms for the instruction of pupils who have been unable to complete the work of the previous year and desire to gain admission at the time of the September reopening; provision is also made for assessment for *teachers' residences*. The boards of such districts as are included in a *high school area* are to choose 2 members for each board to constitute the Board for the high school area to hold office for 1 year; a high school area shall be deemed a city school district. Provision may be made by a school board for the conveyance of children if attending school in another district.

Part. II—STATISTICAL TABLES

Ilème Partie—TABLEAUX STATISTIQUES

DOMINION BUREAU OF STATISTICS

1.—Summary of Education in Canada by Provinces, 1921 or latest year reported.¹1.—Résumé Statistique de l'instruction publique au Canada, par provinces, chiffres de 1921 ou du dernier rapport.¹

NUMBER OF PUPILS ATTENDING EDUCATIONAL INSTITUTIONS.
NOMBRE D'ÉLÈVES OU D'ÉTUDIANT DE TOUTES ÉCOLES ET INSTITUTIONS ENSEIGNANTES.

	P.-E.I. (1921)	N.S. (1921)	N.B. (1921)	Quebec ² (1920)	Ontario. (1920-21)	Manitoba (1921)
	I. P.-E. (1921)	N.-E. (1921)	N.-B. (1921)	Québec ² 1920		
1 Ordinary Day Schools under Public Control.....	17,510	109,483	73,712	453,485	604,923	129,015
2 Agricultural, Commercial, Industrial and other Special Schools under Public Control.....	145	3,399	1,755	12,477	40,279	6,234
3 Provincial Schools for Teacher-training.....	—	241	216	1,502	2,221	642
4 Indian Schools.....	42	246	264	1,334	3,590	1,944
5 Schools for the Blind and Deaf ³	—	308	—	542	446	164
6 Classical Colleges (Quebec).....	—	—	—	9,093	—	—
7 Affiliated and Professional Colleges (regular courses)	241	765	—	1,314	4,441	1,435
8 Universities (Regular Courses).....	241	1,468	797	4,260	11,231	1,353
9 Business Colleges (Private).....	—	1,226	811	5,147	13,992	3,473
10 Other Private Schools under College grade.....	260	2,072	532	50,708	6,970	911
Grand Total (excluding duplicates).....	18,439	119,208	78,087	533,381⁴	688,093	145,171
Population of 1921.....	88,615	523,837	387,876	2,361,199	2,933,662	610,118

DISTRIBUTION OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL.
RÉPARTITION DES ÉLÈVES DES ÉCOLES GÉNÉRALES SOUS LE CONTRÔLE ADMINISTRATIF.

	P.E.I. (1921)	N.S. (1921)	N.B. (1921)	Quebec (1920)	Ontario (1920-21)
	I.P.-E. (1921)	N.-E. (1921)	N.-B. (1921)	Québec. (1920)	
1 Number of Boys enrolled.....	8,913	54,355	33,615	239,648 ⁵	302,887
2 Number of Girls enrolled.....	8,597	55,128	34,477	256,239 ⁵	302,036
3 Total in Elementary Grades (Grades I to VIII).....	16,325	99,778	65,832 ⁶	—	558,804
4 Boys in Elementary Grades.....	—	50,930	—	—	285,362
5 Girls in Elementary Grades.....	—	48,848	—	—	279,610
6 Total in Secondary Grades (Grades IX to XII).....	972	9,705	2,270 ⁶	—	46,119
7 Boys in Secondary Grades.....	—	3,425	—	—	17,525
8 Girls in Secondary Grades.....	—	6,280	—	—	22,426
9 Number of Pupils in Graded Schools.....	6,267	69,020	34,350	—	—
10 Number of Pupils in Ungraded Schools.....	11,243	40,463	33,742	—	—
11 Number of Pupils in Rural Schools.....	—	—	—	—	226,444
12 Number of Pupils in Village, Town and City Schools.....	—	—	—	—	378,479

ATTENDANCE OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL.
ASSIDUITÉ DES ÉLÈVES DES ÉCOLES GÉNÉRALES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF.

	P.E.I. (1921)	N.S. (1921)	N.B. (1921)	Quebec. (1920)	Ontario. (1920-21)
	I.P.-E. (1921)	N.-E. (1921)	N.-B. (1921)	Québec. (1920)	
1 Aggregate number of days attended during the year.....	—	14,658,405	9,335,052	—	—
2 Average number attending each day.....	11,446	73,239	49,608	372,377	396,141
3 Average number of days schools were open during year.....	—	—	188	—	—
4 Average number of days pupils attended during year.....	—	—	—	—	—
5 Percentage of total attendance in average attendance.....	65.36	66.88	67.35	75.09	65.48

¹The figures for Quebec and for Elementary schools in Ontario are for the year 1919-20; for ordinary day schools in Alberta are for the Calendar year 1920; for the distribution of pupils in New Brunswick, for the second term of school year 1920-21; all other figures are for the school year 1920-21.

²Including Maternal Schools and Elementary Schools, Model Schools and Academies under public Control.

³The Blind and Deaf of Prince Edward and New Brunswick are accommodated at the Institutions in Halifax N.S. by arrangement with the province; the blind of the three prairie provinces are accommodated at the Institution for the Blind in Brantford, Ont. by arrangement between the different prairie provinces and Ontario; by a similar arrangement with Manitoba, the deaf of Saskatchewan and Alberta are accommodated at the School for the Deaf in Winnipeg, Man.

⁴Excluding 1,314 and 5,147 which are included in the figures of "other private schools" as well as of Indian schools and Business Colleges respectively in the case for Quebec.

⁵Including the 50,703 in independent schools. The distribution of these by sex has not been reported.

⁶The number and percentages in elementary and secondary grades in New Brunswick are not strictly comparable with similar figures for other provinces. In New Brunswick they are for one term only and consequently far short of the total for the year; moreover the figures for secondary grades do not include pupils taking high school work in ungraded schools, these being included in the elementary grades.

REPORT ON EDUCATION STATISTICS

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1.—Summary of Education in Canada by Provinces, 1921 or latest year reported.

1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1921 ou du dernier rapport.

NUMBER OF PUPILS ATTENDING EDUCATIONAL INSTITUTIONS.
NOMBRE D'ÉLÈVES OU D'ÉTUDIANTS DE TOUTES ÉCOLES ET INSTITUTIONS ENSEIGNANTES.

Sask. (1921)	Alberta. (1920)	B.C. (1921) — C.-B. (1921)	Yukon N.W.T. etc.	Total		
184,871	135,750	85,950	—	1,794,699	Écoles primaires et maternelles, placées sous le contrôle administratif.	1
1,234	4,171	4,970	—	74,664	Écoles spéciales placées sous le contrôle administratif.	2
723	694	377	—	6,616	Écoles normales consacrées à la formation des instituteurs.	3
1,337	1,033	2,393	375	12,558	Écoles indiennes.	4
—	—	51	—	1,511	Écoles pour les aveugles et les sourds-muets.	5
62	883	298	—	9,093	Collèges classiques (Québec).	6
984	1,106	962	—	9,439	Collèges affiliés et professionnels (cours réguliers).	7
521	2,216	1,923	—	22,402	Universités (cours réguliers).	8
3,386	2,274	988	—	29,309	Collèges commerciaux (privés).	9
—	—	—	—	68,101	Écoles privées.	10
193,118	148,127	97,912	375	2,021,911	Grand total (sans double emploi)	
757,510	588,454	524,982	12,630	8,788,483	Population en 1921.	

DISTRIBUTION OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL.
RÉPARTITION DES ÉLÈVES DES ÉCOLES GÉNÉRALES SOUS LE CONTRÔLE ADMINISTRATIF.

Manitoba. (1921)	Sask. (1921)	Alberta. (1920)	B.C. (1921) — C.-B. (1921)	Total		
—	93,943	68,045	43,442	844,848	Nombre de garçons inscrits.	1
—	90,928	67,705	42,508	857,618	Nombre de filles inscrites.	2
120,400	172,119	126,602	78,479	—	Total pour l'enseignement élémentaire.	3
—	—	—	—	—	Garçons dans les degrés élémentaires.	4
—	—	—	—	—	Filles dans les degrés élémentaires.	5
8,615	12,752	9,148	7,471	—	Total pour l'enseignement secondaire.	6
—	—	—	—	—	Garçons dans les degrés secondaires.	7
—	—	—	—	—	Filles dans les degrés secondaires.	8
93,503	82,393	75,864	69,231	—	Nombre d'élèves des écoles à classes multiples.	9
35,512	102,478	59,886	16,719	—	Nombre d'élèves des écoles à classe unique.	10
—	102,478	59,886	39,041	—	Nombre d'élèves des écoles rurales.	11
—	82,393	75,864	46,909	—	Nombre d'élèves dans les écoles, des villages, des villes et cités.	12

ATTENDANCE OF PUPILS ON ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL.
ASSIDUITÉ DES ÉLÈVES DES ÉCOLES GÉNÉRALES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF

Manitoba. (1921)	Sask. (1921)	Alberta. (1920)	B.C. (1921) — C.-B. (1921)	Total		
16,929,665	23,639,185	15,082,258	—	—	Total cumulatif des jours de présence durant l'année.	1
86,137	117,391	82,417	68,498	1,251,658	Moyenne quotidienne des élèves présents.	2
196.5	201.4	—	—	—	Moyenne des jours d'ouverture des classes pendant l'année.	3
131.2	128	—	—	—	Moyenne, par élève, des jours de présence pendant l'année.	4
66.80	63	60.71	79.70	68.00	Pourcentage de la moyenne de fréquentation scolaire.	5

¹Pour les écoles de Québec et pour les écoles élémentaires d'Ontario, les chiffres sont ceux de l'année 1919-20; pour les écoles générales de l'Alberta, il s'agit de l'année civile 1920; la répartition des élèves, dans le Nouveau-Brunswick, est celle du second terme de l'année scolaire 1920-21; tous les autres chiffres sont ceux de l'année scolaire 1920-21.

²Y compris les écoles maternelles, les écoles élémentaires et modèles et les académies sous le contrôle administratif.

³Les aveugles et les sourds de l'île du Prince-Edouard et du Nouveau-Brunswick sont envoyés dans les institutions d'Halifax, N.E.; les aveugles des trois provinces des prairies sont admis à l'institution de Brantford, Ont. Enfin le gouvernement manitobain reçoit les sourds de la Saskatchewan et de l'Alberta, à l'école ad hoc de Winnipeg, Man.

⁴A l'exclusion de 1,334 et 5,147 dans les écoles indiennes et les collèges commerciaux respectivement, déjà compris dans les chiffres des écoles privées.

⁵Y compris les 50,708 élèves des écoles indépendantes, non répartis par sexe.

⁶Les chiffres, soit absolus, soit proportionnels, se rapportant aux degrés élémentaire et secondaire, dans le Nouveau-Brunswick ne sont pas comparables à ceux des autres provinces. Ceux du Nouveau-Brunswick ne s'appliquent qu'à un seul terme et sont, par conséquent, fort au-dessous du total, pour l'année; de plus, on omet, dans les degrés secondaires, les élèves des écoles à classe unique qui suivent les cours de "high school", lesquels figurent dans les degrés élémentaires.

DOMINION BUREAU OF STATISTICS

TEACHERS AND ACCOMMODATION IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL.
PERSONNEL ENSEIGNANT ET LOCAUX DES ÉCOLES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF.

		P.E.I. (1921)	N.S. (1921)	N.B. (1921)	Quebec (1920)	Ontario. (1920-21)	Manitoba. (1921)
		I.P.-E. (1921)	N.-E. (1921)	N.-B. (1921)	Québec. (1920)		
1	Teachers in Schools under Public Control.....	591	3,089	2,142	16,710 ¹	15,457 ⁴	3,708
2	Male Teachers.....	103	203	155	2,548 ¹	2,191	796
3	Female Teachers.....	488	2,886	1,987	14,162 ¹	13,266	2,912
4	Number of School Districts.....	461	1,779	1,291	1,718 ²	—	2,074
5	Number of School houses.....	57	1,787	—	7,481 ³	7,102	1,893
6	Number of class-rooms in operation.....	590	2,871	1,973	13,042	—	3,596
7	Number of graded class-rooms in operation.....	—	1,500	823	—	—	—
8	Number of ungraded one-room Schools.....	—	1,371	1,161	—	—	—
9	Average number of pupils to a class-room.....	29.68	38.1	37.36	34.1	—	35.88

EXPENDITURE IN SCHOOLS UNDER PUBLIC CONTROL
DÉPENSES DES ÉCOLES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF.

		P.E.I. (1921)	N.S. (1921)	N.B. (1921)	Quebec. (1920)	Ontario. (1920)	Manitoba. (1921)
		I.P.-E. (1921)	N.-E. (1921)	N.-B. (1921)	Québec. (1920)		
1	Total Expenditure on Education.....	396,778	3,442,546	2,278,622	19,201,405	30,626,435	13,079,205
2	Total Expenditure on Education by Governments...	244,347	576,591	352,093	2,334,108	2,413,896	822,186
3	Total Expenditure on Education by Ratepayers, etc.	152,431	2,865,955	1,925,929	16,867,297	28,212,539	12,257,019
4	Expenditure on Elementary Schools.....	—	—	—	—	5,409,923	—
5	Expenditure on Secondary Schools.....	—	—	—	—	25,216,512	—
6	Expenditure on Teachers' Salaries.....	—	—	—	—	16,112,929	4,335,529
7	Expenditure on Teachers' Salaries in Secondary Schools.....	—	—	—	—	3,042,891	—
8	Expenditure on Teachers' Salaries in Elementary Schools.....	—	—	—	—	13,070,038	—
9	Average Annual Cost per pupil enrolled.....	20.80	31.44	30.91	36.00	47.57	74.48
10	Average Annual Cost per pupil in average attendance	31.82	47.04	45.81	47.88	72.66	111.56

¹Under control and independant. Sous contrôle et indépendantes²School Municipalities; the number of schools "districts" during the same year was 7259.³Municipalités; le nombre d'arrondissements pendant l'année, 1920, était 7259.⁴7034 under control and 447 independent. 7034 sous contrôle et 447 indépendantes.⁵Including teachers in public and separate day schools (figures of calendar year, 1920), and continuation, day high and collegiate institutes (figures of January, 1922). For other schools see table 2.⁶Y compris les instituteurs des écoles publiques et séparées du jour (chiffres de l'année civile, 1920) et des écoles de la continuation, "High Schools" du jour et instituts collégiaux (chiffres de janvier 1922). Pour les autres instituteurs voir tableau 2.

GENERAL NOTE.—

In order that no confusion may result from slight differences between the figures of table 1 and other tables of this report, it should be born in mind that table 1 is a summation table and involves the selection of particulars, which most nearly represent the full figures for the period stated, while other tables are distribution tables and as such sometimes omit unclassified data.

The selection of the data of section 1, table 1 where they refer to Quebec has been made for this report by the courtesy of the provincial statistician, who has also revised the Quebec portion of tables 2 and 3. The 453,435 in item (1) includes 8,306 in all Maternal schools and the remainder in primary schools. For the different divisions, see table 2. The 12,477 in item (2) includes 2,946 in the schools of Arts and Trades; 5,098 in Night schools; 2,514 in schools of Dress-cutting and making; 1,227 in the evening courses and 150 in the special courses of the Technical schools; 320 in short courses of the schools of Agriculture, and 222 in the evening courses of the school for Higher Commercial Studies. Item 6 includes certain independent schools doing classical work as well as the classical colleges. Item 7 includes 248 in Dairy schools; 590 in the regular course of the Technical schools, 353 in the regular course of the Agricultural schools and 118 in the regular course of the school of Higher Commercial Studies. The figures are for the year 1920.

The 1921 figures are: Maternal schools, 4,799; Primary schools, including independent schools, 512,651; Normal schools 1,376; Schools for the blind and deaf, 579; Schools of arts and trades, 2,907; Dress-cutting, etc., 2,347; Agricultural schools 332; Night schools, 5,792; School for Higher Commercial Studies, 253; Dairy schools, 216; Technical schools, 2,069; Universities, 5,428; Classical colleges, 9,033; independent schools where classical education is given, 469.

TEACHERS AND ACCOMMODATION IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL.
PERSONNEL ENSEIGNANT ET LOCAUX DES ÉCOLES GÉNÉRALES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF.

Sask. (1921)	Alberta. (1920)	B.C. (1921) — C.-B. (1921)	Indian Schools. (1921) — Ecoles indiennes (1921)	Total		
7,162	5,014	2,734	—	56,607	Instituteurs et institutrices des écoles contrôlées.....	1
1,832	1,161	595	—	9,584	Instituteurs.....	2
5,330	3,853	2,139	—	47,023	Institutrices.....	3
4,504	3,154	665	—	—	Districts scolaires.....	4
—	2,826	946	326	—	Maisons d'école.....	5
5,791	4,289	2,557	—	50,000 (approx.)	Nombre de salles de classes occupées.....	6
—	1,700	1,846	—	—	Nombre d'écoles à classes multiples.....	7
—	2,589	—	—	—	Nombre d'écoles à classe unique.....	8
31.9	31.6	37.5	—	34 (approx.)	Moyenne du nombre d'élèves dans une classe.....	9

EXPENDITURE IN SCHOOLS UNDER PUBLIC CONTROL.
DÉPENSES DES ÉCOLES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF.

Sask. (1920)	Alberta. (1920)	B.C. (1921) — C.-B. (1921)	Indian School (1921) — Ecoles indiennes (1921)	Total		
14,609,675	10,644,329	7,170,030	1,154,707	102,603,732	Total des dépenses pour l'instruction publique.....	1
1,337,067	885,524	2,931,572	1,112,410	13,010,394	Dépenses à la charge du gouvernement.....	2
13,272,608	9,758,805	4,238,458	42,707	89,593,748	Dépenses directement supportées par les contribuables, etc.	3
468,477	—	—	—	—	Dépenses relatives aux écoles secondaires.....	4
14,141,193	—	—	—	—	Dépenses relatives aux écoles primaires.....	5
6,266,366	4,371,508	—	—	—	Traitement du personnel enseignant.....	6
325,497	—	—	—	—	Traitement du personnel enseignant, écoles secondaires....	7
5,940,869	—	—	—	—	Traitement du personnel enseignant, écoles primaires.....	8
71.07	58.06	83.42	—	53.00	Coût moyen par élève inscrit et par an.....	9
116.20	95.63	104.68	—	79.00	Coût moyen, par élève présent et par an.....	10

NOTA.—

Pour éviter la confusion de légères différences entre les chiffres du tableau 1 et les autres tableaux de ce volume, il faut considérer que le tableau 1 est un tableau de sommation et inclus quelques chiffres non toujours compris dans les tableaux de distribution.

Le choix des chiffres pour Québec de section 1, tableau 1, furent fournis par la courtoisie du statisticien provincial, qui a aussi révisé les chiffres de Québec dans les tableaux 2 et 3. Dans la première section, item (1) inclus 8,306 des écoles maternelles, et 445,179 des écoles primaires sous le contrôle; item (2) inclus 2,946 dans les écoles des arts et métiers, 5,098 dans les écoles du soir, 2,514 dans les écoles de coupe et de confection de vêtements, 1,227 inscrits, aux cours du soir et 150 aux cours spéciaux du jour dans les écoles techniques, 320 aux cours abrégés dans les écoles d'agriculture et 222 aux cours du soir dans l'école des hautes études commerciales; item 6 inclus écoles indépendantes, non subventionnées où l'on donne le cours classique et les collèges classiques; item 7 inclus 248 dans l'école de laiterie, 590 inscrits aux cours réguliers du jour des écoles techniques, 358 inscrits aux cours réguliers du jour des écoles d'agriculture et 118 inscrits aux cours réguliers du jour de l'école des hautes études commerciales. Les chiffres sont pour l'année 1920.

Les chiffres de 1921 sont: écoles maternelles, 4,799; écoles primaires (sous contrôle et indépendantes) 512,651; écoles normales, 1,376; écoles pour les sourds et les aveugles, 579; écoles des arts et métiers, 2,907; écoles de coupe et de confection de vêtements, 2,347; écoles d'agriculture, 332; écoles du soir, 5,792; écoles des hautes études commerciales, 253; écoles de laiterie, 216, écoles techniques, 2,069, universités, 5,428; collèges classiques, 9,033; écoles indépendantes non-subventionnées où l'on donne le cours classique, 469.

2.—Detailed Summary of Educational Institutions in Canada by Provinces, for 1921 or latest year reported.
2.—Résumé détaillé des Institutions enseignantes du Canada par provinces, chiffres de 1921 ou du dernier rapport

Province	Number of School Districts or Ins-titution	Number of School Houses	Number of Class Rooms	Number of Teachers		Number of Pupils			Average Attendance	Percentage of Attendance	Province
				Male	Female	Male	Female	Total			
Prince Edward Islands, (1921):											Ile du Prince-Edouard (1921):
Primary School.....	403	403	403	78	325	403	5,551	11,243	6,977	62.1	Ecoles primaires
Advanced graded.....	29	62	125	18	53	63	887	1,774	1,190	67.6	Ecoles à classes multiples.
First Class Schools.....	25	29	125	17	108	125	2,334	4,403	3,279	73.0	Ecoles de première classe.
Total General Schools.....	457	461	590	103	488	591	8,933	17,510	114,46	65.3	Total des écoles générales
Prince of Wales College.....	1	1	1	7	5	12	78	241	—	—	Collège Princes of Wales.
Agricultural and Technical schools (day) (evening).....	—	—	—	—	—	—	—	35	—	—	Ecole d'agriculture et techniques (jour) (soir).
St. Dunstan's University.....	1	1	—	14	13	14	241	241	—	—	Université St. Dunstan.
Private elementary and secondary sch'ls.....	3	—	—	—	—	13	68	336	—	—	Ecoles primaires et secondaires privées.
Nova Scotia (1921):											Nouvelle-Ecosse (1921):
Cities and principal Towns.....	42	—	766	69	697	766	18,892	38,384	28,360	73.8	Ecoles des cités et villes principales.
Other Graded Schools.....	211	—	734	—	—	—	—	30,636	—	—	Autres écoles à classes multiples.
All Graded Schools.....	253	416	1,500	—	—	1,500	—	69,020	—	—	Toutes écoles à classes multiples.
Ungraded Schools.....	1,526	1,371	1,571	—	—	1,571	—	40,463	—	—	Ecoles à classe unique.
All General Schools.....	1,779	1,787	2,871	203	2,886	3,089	54,355	109,483	73,239	66.9	Toutes écoles générales.
Normal Schools.....	1	—	—	—	—	—	—	241	—	—	Ecoles normales.
Technical Schools not including Colleges.....	13	—	—	13	—	13	—	2,572	—	—	Ecoles techniques, collèges non compris
Inspectorial teacher-training institutes.....	—	—	—	—	—	—	—	594	—	—	Instituts pour la formation d'instituteurs.
Affiliated Colleges.....	6	—	—	57	2	59	838	1,040	—	—	Collèges affiliés.
Universities.....	4	—	—	152	3	155	1,138	1,495	—	—	Universités.
Private Elementary and Secondary Schools.....	9	—	—	26	109	135	642	993	—	—	Ecoles primaires et secondaires indépendantes.
Business Colleges.....	5	—	—	—	—	27	515	711	—	—	Collèges commerciaux.
New Brunswick (1921):											Nouveau-Brunswick (1921):
Cities and Towns (1st Term).....	19	—	—	—	—	—	—	21,214	—	—	Ecoles des cités et des villes (1er terme)
Other graded schools (1st Term).....	110	—	—	—	—	—	—	21,082	—	—	Autres écoles à classe multiples (1er ter.)
All graded Schools (1st Term).....	130	—	820	—	—	—	—	12,825	—	—	(2ème terme)
Ungraded Schools (1st Term).....	1,122	—	823	—	—	—	—	13,268	—	—	Toutes écoles classes multiples (1er ter.)
All General Schools (1st Term).....	1,161	1,109	1,109	—	—	—	—	34,039	—	—	(2ème terme)
All General Schools (2nd Term).....	1,251	1,150	1,150	133	1,929	2,062	30,833	33,742	—	—	Ecoles à classe unique (1er terme)
Technical Schools (day) (evening).....	1,291	1,973	1,973	155	1,987	2,142	33,615	34,477	48,329	75.24	Toutes écoles générales (1er terme).
Year.....	—	—	—	—	—	—	—	73,712	50,388	74.00	(2ème terme).
Technical Schools (day) (evening).....	13	—	—	—	—	7	—	56	49,608	67.35	Ecoles techniques (de jour) (du soir).

Universities.....	31	71	71	678	119	797	—	—	Universités primaires et secondaires indépendantes.
Private Schools.....	—	18	20	38	418	645	—	—	pendantes.
Business Colleges.....	4	—	—	21	371	811	—	—	Collèges commerciaux.
Quebec, (1920) — Primary Schools:	6	—	—	—	—	—	—	—	Québec, (1920): Ecoles primaires:
Elementary Schools, R.C.:	—	—	—	—	—	—	—	—	Ecoles élémentaires Catholiques:
Under control of Commissioner.....	5,389	64	5,900	5,964	—	213,638	—	—	Sous contrôle des commissaires.
Under control of Trustees.....	109	—	88	88	—	3,269	—	—	Sous contrôle des syndics.
Independent.....	110	—	—	—	—	6,422	—	—	Indépendantes.
Total.....	5,608	234	6,861	7,095	114,832	223,329	160,639	71-93	Total.
Elementary Schools, Prot.:	—	—	—	—	—	—	—	—	Ecole élémentaires protestantes:
Under control of Commissioners.....	505	50	1,521	1,571	—	41,578	—	—	Sous contrôle des commissaires.
Under control of Trustees.....	192	—	4	4	—	5,294	—	—	Sous contrôle des syndics.
Independent.....	7	—	—	—	—	155	—	—	Indépendantes.
Total.....	704	56	1,525	1,581	23,463	47,027	33,170	70-53	Total.
Model Schools, R.C.:	—	—	—	—	—	—	—	—	Ecoles Modèles Catholiques:
Under control of Commissioners.....	558	273	648	921	—	92,408	—	—	Sous contrôle des commissaires.
Under control of Trustees.....	7	—	—	—	—	639	—	—	Sous contrôle des syndics.
Independent.....	135	17	55	72	—	12,760	—	—	Indépendantes.
Total.....	700	831	2,442	3,273	55,503	105,807	80,999	76-55	Total.
Model Schools, Protestant:	—	—	—	—	—	—	—	—	Ecoles modèles protestantes
Under control of Commissioners.....	42	14	152	166	—	3,308	—	—	Sous contrôle des Commissaires.
Under control of Trustees.....	15	—	—	—	—	1,235	—	—	Sous contrôle des syndics.
Independent.....	—	—	—	—	—	—	—	—	Indépendantes.
Total.....	57	15	152	167	2,193	4,543	3,170	69-78	Total.
Academies, R.C.:	—	—	—	—	—	—	—	—	Académies Catholiques:
Under control of Commissioners.....	174	123	238	361	—	71,534	—	—	Sous contrôle des commissaires.
Under control of Trustees.....	2	—	—	—	—	316	—	—	Sous contrôle des syndics.
Independent.....	195	12	45	57	—	31,371	—	—	Indépendantes.
Total.....	371	1,298	2,854	4,152	44,003	103,221	85,023	82-37	Total.
Academies, Protestant:	—	—	—	—	—	—	—	—	Académies protestantes:
Under control of Commissioners.....	30	112	328	440	—	8,637	—	—	Sous contrôle des commissaires.
Under control of Trustees.....	11	—	—	—	—	3,323	—	—	Sous contrôle des syndics.
Independent.....	—	—	—	—	—	—	—	—	Indépendantes.
Total.....	41	114	328	442	5,893	11,960	9,376	78-39	Total.
Total Primary Schools under control:	6,239	460	6,786	7,246	—	381,804	—	—	Total des écoles primaires sous contrôle:
Roman Catholic.....	795	176	2,001	2,177	—	63,375	—	—	Catholiques.
Protestant.....	—	—	—	—	—	—	—	—	Protestantes.
Total Independent Primary Schools:	—	—	—	—	—	—	—	—	Total des écoles primaires indépendantes:
Roman Catholic.....	440	29	188	217	—	50,553	—	—	Catholiques.
Protestant.....	7	4	4	4	—	155	—	—	Protestantes.
Grand Total Primary Schools:	6,351	2,363	12,157	14,520	208,003	432,357	326,667	75-5	Grand total des écoles primaires.
Roman Catholic.....	908	185	2,190	31,645	31,885	63,530	45,716	71-9	Catholiques.
Protestant.....	7,259	2,548	14,162	16,710	239,648	256,239	372,383	75-1	Protestantes.
Total.....	—	—	—	—	—	—	—	—	Total.
Normal Schools:	—	—	—	—	—	—	—	—	Ecoles Normales:
Roman Catholic.....	13	42	152	194	178	1,140	1,221	92-64	Catholiques.
Protestant.....	1	8	13	18	174	94-57	107	67-30	Catholiques.
Total.....	14	50	157	207	182	1,320	1,395	92-87	Protestantes.
Maternal Schools:	—	—	—	—	—	—	—	—	Ecoles Maternelles:
Roman Catholic.....	57	13	151	164	4,162	3,985	8,417	6,253	Catholiques.
Protestant.....	—	—	—	—	—	88	159	107	Protestantes.
Total.....	61	13	155	168	4,233	4,073	8,306	6,360	Catholiques.
Classical Colleges: (Roman Catholic).....	21	742	—	742	8,632	—	7,940	91-98	Protestantes.
Independent Schools not subsidized classical where education is given: (Roman Catholic).....	—	46	—	461	—	461	421	91-32	Colleges classiques (catholiques). Institutions indépendantes non subventionnées où l'on donne le cours classique (catholiques).

Roman Catholic Separate Schools (1920)	354	16	458	9,368	18,770	11,108	Ecoles séparées (catholiques) (1920); rurales
Rural.....	124	77	738	815	36,949	26,960	des cités.
City.....	16	372	388	18,521	19,445	13,162	des villages.
Town.....	17	39	39	8,474	10,011	67,54	Total.
Village.....	109	1,607	1,716	38,209	38,672	52,370	Ecoles de continuation (1921).
Total.....	504	238	238	2,304	3,510	4,790	"High Schools" (1921).
Continuation Schools, (1921).....	133	72	214	600	6,102	12,350	Instituts collégiux (1921).
High Schools, (1921).....	121	{613	689}	702	9,119	10,302	Ecoles techniques des industries, des métiers et des arts (1921).
Collegiate Institutes, (1921).....	47	-	-	-	-	-	Cours du jour, élèves réguliers.
Industrial Technical and Art Schools, (1921).....	-	-	-	1,927	673	2,123	Cours du jour, élèves fréquentant une partie de la journée.
Day full time.....	-	-	-	2,222	685	-	Cours du jour, Total.
Day part time.....	-	-	-	-	-	-	Cours du jour, élèves spéciaux.
Day Special.....	-	-	-	-	-	-	Cours du soir.
Day Total.....	-	-	-	-	-	-	Ecoles élémentaires du soir (1921).
Evening Schools.....	13	-	-	348	671	1,019	Ecoles secondaires du soir (1921).
Night Elementary Schools (1921).....	55	-	-	2,497	2,029	27,297	Universités (1921).
Night High Schools (1921).....	15	-	-	909	13,080	14,217	Colleges affiliés (1921).
Universities (1921).....	31	-	-	40	-	1,569	Colleges commerciaux (privés) (1921)
Affiliated Colleges (1921).....	7	908	144	-	-	5,411	Ecoles privées (1921).
Business Colleges (1921).....	14	289	34	7,128	4,427	11,555	Manitoba (1921)—
Private Schools (1921).....	72	-	-	3,323	4,118	5,593	Ecoles de Winnipeg.
Total.....	40	120	418	1,851	4,833	7,535	Ecoles intermédiaires.
Manitoba (1921).....	-	-	-	874	17,866	17,900	"High Schools".
Winnipeg Schools.....	1	-	-	-	-	8689-8	Départements collégiux.
Intermediate Schools.....	84	330	-	330	-	12,114	Instituts collégiux.
High Schools.....	29	31	-	-	-	1,412	"Junior High Schools".
Collegiate Departments.....	5	-	-	-	-	3,867	Toutes écoles générales.
Collegiate Institutes.....	11	-	-	-	-	3236-6	Ecoles Normales.
Junior High Schools.....	11	-	-	-	-	183	Ecoles techniques du jour.
All General Schools.....	2,074	796	2,912	-	-	129,015	Ecoles techniques du soir.
Normal Schools.....	-	3,596	-	-	-	86,137	Colleges affiliés.
Technical Day School.....	-	-	-	-	-	2,173	Colleges commerciaux (privés)
Technical Evening Schools.....	-	-	-	-	-	3,592	Ecoles privées.
Universities.....	4	187	11	1,103	287	1,390	Saskatchewan (1920)—
Affiliated Colleges.....	6	116	18	1,099	673	1,884	Rural Elementary Schools.
Business Colleges.....	9	54	29	1,213	2,007	3,473	City, Town and Village Elementary Schools.
Private Schools.....	6	20	49	500	648	1,148	Schools.
Total.....	-	1,119	3,636	51,161	46,942	98,103	All Elementary Schools.....
Saskatchewan (1920).....	-	-	-	4,755	-	60,628	High Schools.....
Rural Elementary Schools.....	-	-	-	2,034	35,555	43,117	Collegiate Institutes.....
City, Town and Village Elementary Schools.....	4,399	358	1,696	86,501	82,507	103,745	Vocational Schools (Day).....
All Elementary Schools.....	-	5,367	5,332	6,809	435	3251-6	Vocational Schools (Evening).....
High Schools.....	14	55	-	55	2,763	2,763	Normal Schools.....
Collegiate Institutes.....	10	143	-	143	2,059	2,763	Universities (1921).....
Vocational Schools (Day).....	4	-	-	55	-	250	Affiliated Colleges (1921).....
Vocational Schools (Evening).....	4	-	-	52	-	825	Private Colleges (1921).....
Normal Schools.....	4	-	-	137	-	723	Total.....
Universities (1921).....	1	8	6	14	586	1,136	Ecoles élémentaires-Urbaines.
Affiliated Colleges (1921).....	3	62	18	80	702	434	Toutes écoles élémentaires.
Private Colleges (1921).....	39	14	1	15	68	1	"High Schools".
Total.....	39	51	107	1,633	383	521	Instituts collégiux.
Private Schools.....	-	-	-	1,753	3,356	-	Ecoles de travaux du jour.
Colleges commerciales (privés) (1921).....	-	-	-	-	-	-	Ecoles de travaux du soir.
Colleges commerciales (privés) (1921).....	-	-	-	-	-	-	Ecoles Normales.
Colleges commerciales (privés) (1921).....	-	-	-	-	-	-	Universités (1921).
Colleges commerciales (privés) (1921).....	-	-	-	-	-	-	Colleges affiliés (1921).
Colleges commerciales (privés) (1921).....	-	-	-	-	-	-	Colleges commerciaux (1921).

2.—Detailed Summary of Educational Institutions in Canada by Provinces, for 1921 or latest year reported.—Concluded.

2.—Résumé détaillé des institutions enseignantes du Canada par provinces, chiffres de 1921 ou du dernier rapport.—Fin.

Province	Number of School District or Institution	Number of School Houses	Number of Class Rooms	Number of Teachers			Number of Pupils			Average Attendance	Percentage of Attendance	Province
				Male	Female	Total	Male	Female	Total			
Alberta (1920):	52	237	1,700	269	992	1,261	—	—	43,763	31,876	65.4	Alberta (1920):
	10	—	—	—	—	—	—	—	4,717	2,893	61.4	Écoles publiques de villes.
	2,589	2,589	2,589	—	—	—	—	—	22,384	12,713	56.8	Écoles séparées, catholique de villes.
	—	—	—	734	2,373	3,107	—	—	59,886	34,935	58.3	Autres écoles à classes multiples.
	3,154	4,289	4,289	1,161	3,853	5,014	—	—	—	—	—	Écoles à classe unique.
	—	—	—	—	—	—	67,705	135,750	—	82,417	60.7	Écoles rurales.
	3	7	—	—	—	—	114	580	694	—	—	Total—écoles générales.
	—	—	—	—	—	—	—	—	1,860	—	—	Écoles normales.
	—	21	—	76	8	84	—	—	2,069	—	—	Écoles de travaux (du jour).
	1	—	—	41	—	41	855	251	1,080	—	—	Écoles de travaux (du soir).
	3	—	—	—	—	—	904	904	—	—	—	Universités.
	9	—	—	—	—	—	936	1,280	2,216	—	—	Colleges affiliés (1921).
	21	—	—	61	75	137	1,055	1,219	2,274	—	—	Colleges commerciaux (1921).
	—	—	—	—	—	—	—	—	—	—	—	Colleges privés (1921).
	—	52	246	—	—	251	3,093	4,166	7,259	6,133	84.5	Colombie Britannique (1921)—
	—	105	990	—	—	1,077	20,223	19,427	39,650	32,946	83.1	High Schools:
	25	182	609	—	—	644	11,521	10,801	22,322	16,972	76.0	Écoles élémentaires de cités.
	—	607	861	—	—	762	8,605	8,114	16,719	12,445	74.4	Écoles rurales des municipalités.
	665	946	2,706	595	2,139	2,734	43,442	42,508	85,950	68,497	79.69	Écoles rurales et subventionnées.
	2	—	—	—	—	—	—	—	377	—	—	Total—écoles générales.
	—	10	—	—	—	75	—	—	1,441	—	—	Écoles normales.
	—	21	—	99	18	115	—	—	3,157	—	—	Écoles de travaux (du jour).
	1	—	—	—	—	—	576	386	1,458	—	—	Écoles de travaux (du soir).
	4	—	22	—	14	36	154	154	—	—	—	Universités.
	7	—	—	—	—	—	530	895	1,423	—	—	Colleges affiliés.
	8	—	—	9	70	79	490	811	1,291	—	—	Colleges commerciaux.
	—	—	—	—	—	—	—	—	—	—	—	Écoles privées.

In operation.—En opération.

3.—Summary of Education in Cities and Principal Towns of Canada for 1921 or Latest Year Reported.
Résumé statistique de l'instruction publique dans les cités et les principales villes du Canada, chiffres de 1921 ou du dernier rapport.

Name of City Nom de Cité	Population- Census of 1921	Number of Pupils Attending General Schools. Nombre d'élèves dans les écoles générales.			Average Attendance Moyenne de fréquentation quotidienne	Number of Pupils in Vocational Schools (not included in total General Schools). Nombre d'élèves dans les écoles de travaux manuels (non compris dans les écoles générales)			Number of Pupils in High School Grades (included in total General Schools). ¹ Nombre d'élèves dans les degrés secondaires (compris dans les écoles générales). ¹			Total Expenditure Dépenses totales
		Boys Garçons	Girls Filles	Total Total		Day Courses Cours de jour	Evening Courses Cours de soir	Total Total	Boys Garçons	Girls Filles	Total Total	
Montreal, Que.....	618,506	55,662	58,745	115,407	89,118	2,432	1,764	4,186	—	—	—	4,670,489.00
Toronto, Ont.....	521,893	51,494	51,080	102,554	69,952	2,625	8,023	10,648	2,822	3,021	5,843	6,861,682.00
Winnipeg, Man.....	179,987	17,866	17,900	35,766	—	2,942	2,286	5,228	1,436	1,591	3,027	3,012,217.00
Vancouver, B.C.....	117,217	9,618	19,457	29,075	—	831	1,517	2,348	—	—	—	2,073,396.48
Hamilton, Ont.....	114,151	11,987	11,619	23,606	16,745	723	2,610	3,333	411	438	849	1,450,318.97
Ottawa, Ont.....	107,843	10,773	10,734	21,507	16,807	530	3,310	3,840	734	626	1,360	1,478,854.00
Quebec, Que.....	95,193	9,032	9,987	19,019	15,420	537	211	748	—	—	—	2,550,378.43
Calgary, Alta.....	63,305	—	—	15,047	9,967	567	839	1,406	—	—	—	1,030,667.26
London, Ont.....	60,959	6,153	6,225	12,378	8,835	247	1,615	1,862	547	605	1,152	1,377,839.84
Edmonton, Alta.....	58,821	—	—	15,616	10,294	554	347	901	—	—	—	1,241,630.20
Halifax, N.S.....	58,372	—	—	10,929	7,846	—	968	1,154	276	512	788	401,005.79
St. John, N.B.....	47,166	4,131	4,430	8,561	8,487	—	—	—	—	—	—	412,382.68
Victoria, B.C.....	38,727	3,214	3,277	6,491	—	300	651	1,103	387	528	915	401,408.45
Windsor, Ont.....	38,591	3,750	3,732	7,482	5,049	55	1,069	1,124	320	354	674	790,041.20
Regina, Sask.....	34,432	4,325	4,296	8,621	5,605	294	—	1,186	469	573	1,042	651,077.57
Brandon, Ont.....	29,440	3,177	3,372	6,549	4,444	22	1,012	1,034	299	323	622	245,658.81
Saskatoon, Sask.....	25,739	3,714	3,923	7,637	5,100	170	787	957	633	790	1,423	534,495.04
Verdun, Que.....	25,001	—	—	—	—	—	—	—	—	—	—	—
Hull, Que.....	24,117	—	—	—	—	—	—	—	—	—	—	—
Sherbrooke, Que.....	23,515	—	—	—	—	113	—	113	—	—	—	—
Sydney, N.S.....	22,545	2,633	2,683	5,316	4,113	—	365	365	237	195	432	120,600.00
Three Rivers, Que.....	22,367	2,444	2,290	4,734	3,643	325	203	528	—	—	—	—
Kitchener, Ont.....	21,763	2,316	2,216	4,532	3,279	—	578	903	152	163	337	158,064.47
Kingston, Ont.....	21,753	2,803	4,743	7,546	3,124	91	—	91	315	286	601	316,794.30
Sault Ste. Marie, Ont.....	21,092	2,820	2,794	5,614	3,324	32	177	209	147	195	342	498,612.75
Peterboro, Ont.....	20,994	2,510	2,580	5,090	3,755	—	383	383	193	227	420	447,020.09
Fort William, Ont.....	20,541	2,730	2,732	5,462	4,004	—	611	611	163	198	361	475,407.38
Fort St. John, Ont.....	19,881	2,068	2,008	4,076	2,754	—	277	277	254	251	505	280,143.92
St. Catharines, Ont.....	19,285	2,885	3,136	6,021	3,839	433	132	565	353	509	862	308,995.15
Moose Jaw, Sask.....	18,128	1,895	3,796	5,691	2,634	—	452	452	200	208	408	115,351.25
Guelph, Ont.....	17,593	—	—	—	—	—	—	—	—	—	—	—
Westmount, Que.....	17,488	—	—	—	—	—	—	—	—	—	—	—
Moncton, N.B.....	17,007	2,118	2,313	4,431	3,343	105	104	209	88	186	274	140,314.00
Gloucester, N.S.....	16,094	1,753	1,701	3,454	2,587	—	285	285	180	209	389	132,725.67
Stratford, Ont.....	16,094	—	—	—	—	—	—	—	—	—	—	—

The totals in High School grades in the cities of Ontario include "beyond 4th Book", not specified by sex.—Les nombres dans les degrés secondaires des cités de l'Ontario incluent les élèves de 5ème livre non spécifiés par sexe.

3.—Summary of Education in Cities and Principal Towns of Canada for 1921 or Latest Year Reported.
 Résumé statistique de l'instruction publique dans les cités et les principales villes du Canada, chiffres de 1921 ou du dernier rapport.

Name of City Nom de Cité	Population— Census of 1921 Population Recense- ment 1921	Number of Pupils Attending General Schools. Nombre d'élèves dans les écoles générales.			Number of Pupils in Vocational School (not included in total General School.) Nombre d'élèves dans les écoles de travaux manuels (non compris dans les écoles générales)				Number of Pupils in High School Grades (included in total General Schools.) Nombre d'élèves dans les degrés secondaires (compris dans les écoles générales)			Total Expenditure — Dépenses totales,	
		Boys Garçons	Girls Filles	Total Total	Average Attendance Moyenne de fréquentation quotidienne	Day Courses Cours de jour		Evening Courses Cours de soir	Total Total	Boys Garçons	Girls Filles		Total Total
St. Thomas, Ont.	16,026	1,814	1,797	3,611	2,834	—	52	199	281	293	574	157,989.84	
Lachine, Que.	15,404	—	—	—	—	82	—	—	—	—	—	640	
Brandon, Man.	13,397	1,753	1,868	3,621	—	—	—	—	82	390	—	158,255.00	
Port Arthur, Ont.	14,886	1,997	2,087	4,084	2,637	—	315	315	71	168	239	193,065.17	
Sarnia, Ont.	14,877	1,515	1,594	3,109	2,334	—	422	422	193	269	462	205,094.25	
Niagara Falls, Ont.	14,764	1,499	1,524	3,023	2,087	38	—	38	104	147	251	214,407.97	
New Westminster, B.C.	14,495	1,493	1,594	3,092	2,087	177	—	177	252	337	589	210,841.47	
Chatham, Ont.	13,256	1,477	1,522	2,999	1,954	40	—	40	139	198	337	123,455.57	
Outremont, Que.	13,249	—	—	—	—	—	—	—	—	—	—	—	
Galt, Ont.	13,216	1,524	1,492	3,016	2,239	—	—	394	200	206	406	109,981.40	
St. Boniface, Man.	12,821	1,460	1,456	2,916	—	—	—	—	136	110	246	215,000.00	
Charlottetown, P.E.I.	12,347	1,863	1,738	3,601	1,337	56	—	72	138	—	—	32,153.26	
Belleville, Ont.	12,306	1,231	1,365	2,596	1,736	—	229	229	147	204	351	98,303.00	
Owen Sound, Ont.	12,190	1,449	1,449	2,898	2,193	—	—	722	158	224	382	103,304.76	
Oshawa, Ont.	11,940	1,328	1,288	2,616	1,721	—	81	81	126	128	254	62,847.47	
Leithridge, Alta.	11,097	—	—	3,125	2,082	66	179	245	—	—	—	155,466.29	
St. Hyacinthe, Que.	10,859	—	—	—	—	153	—	153	—	—	—	87,958.52	
North Bay, Ont.	10,692	1,305	1,434	2,739	1,907	—	216	216	99	171	270	(1919)	
Shawinigan Falls, Que.	10,625	—	—	—	—	45	—	45	—	—	—	—	
Lévis, Que.	10,470	—	—	—	—	42	—	42	—	—	—	—	
Brookville, Ont.	10,043	934	977	1,911	1,432	—	337	337	124	176	300	57,280.70	
Amherst, N.S.	9,998	931	985	1,916	1,414	—	—	—	—	—	—	(1919)	
Woodstock, Ont.	9,935	1,016	1,060	2,076	1,591	—	207	207	52	119	171	42,250.00	
Medicine Hat, Alta.	9,634	—	—	3,099	2,033	37	192	192	175	255	430	75,063.75	
Valleyfield, Que.	9,215	—	—	—	—	116	—	116	—	—	—	199,094.96	
Joliette, Que.	9,113	—	—	—	—	—	—	—	—	—	—	—	
Nanaimo, B.C. (and suburbs)	9,088	—	—	—	—	—	63	63	—	—	—	46,503.37	
New Glasgow, N.S.	8,974	720	786	1,506	1,123	—	174	174	62	133	195	(1913)	
												34,658...	

*Including correspondence courses.—Compris les cours de la correspondance.

REPORT ON EDUCATION STATISTICS

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4.—Historical Summary of Enrolment in Schools in Canada by Provinces, 1824 to 1921.

4.—Relevé rétrospectif des élèves des écoles canadiennes, par provinces, de 1824 à 1921.

Year. — Année.	Total Number Enrolled. — Nombre total des inscriptions.									
	P.-E.I. I.E.P.	N.S. N.-E.	N.B. N.-B.	Que. Qué.	Ont. Ont.	Man. Man.	Sask. Sask.	Alta. Alta.	B.C. C.-B.	Nine Provinces. — Neuf provinces.
1811.....	—	—	1	—	—	—	—	—	—	—
1815.....	—	—	—	—	—	—	—	—	—	—
1824.....	—	5,514	—	—	—	—	—	—	—	—
1829.....	—	12,000	—	—	—	—	—	—	—	—
1830.....	—	—	—	18,410	—	—	—	—	—	—
1831.....	—	—	—	41,791	—	—	—	—	—	—
1834.....	—	12,573	—	45,203	—	—	—	—	—	—
1835.....	—	15,292	—	37,000	—	—	—	—	—	—
1837.....	1,553	—	—	—	—	—	—	—	—	—
1841.....	4,356	20,910	—	—	—	—	—	—	—	—
1845.....	—	33,960	15,924	260,000	—	—	—	—	—	—
1846.....	—	—	1,847	—	151,891 ²	—	—	—	—	—
1850.....	5,366	20,579	—	—	168,159	—	—	—	—	—
1851.....	—	—	—	—	179,857	—	—	—	—	—
1852.....	—	—	—	—	194,736	—	—	—	—	—
1853.....	—	—	—	—	204,168	—	—	—	—	—
1854.....	—	31,307	—	—	—	—	—	—	—	—
1855.....	—	—	—	130,940	—	—	—	—	—	—
1859.....	—	—	—	—	—	—	—	—	—	—
1860.....	—	35,293	—	—	—	—	—	—	—	—
1861.....	—	33,652	27,982	—	—	—	—	—	—	—
1862.....	—	36,087	28,630	—	—	—	—	—	—	—
1863.....	—	37,483	28,487	—	—	—	—	—	—	—
1864.....	—	35,405 ²	30,632	—	—	—	—	—	—	—
1865.....	—	39,461	30,496	—	—	—	—	—	—	—
1866.....	—	50,574	30,263	—	—	—	—	—	401	—
1867.....	—	65,896	31,364	—	403,339	—	—	—	—	—
1868.....	—	68,612	31,988	205,530	—	—	—	—	—	—
1869.....	—	74,139	33,327	—	—	—	—	—	—	—
1870.....	—	75,279	34,336	—	—	—	—	—	—	—
1871.....	—	75,995	33,981 ²	—	—	817	—	—	—	—
1872.....	—	73,638	39,837	—	462,630	—	—	—	514 ²	—
1873.....	—	74,297	42,611	216,992	—	—	—	—	—	1,028
1874.....	—	76,277	45,561	—	—	—	—	—	—	1,245
1875.....	—	79,123	62,340	—	—	—	—	—	—	1,403
1876.....	—	79,813	64,689	—	499,078	2,734	—	—	—	1,685
1877.....	16,109	82,364	67,803	—	500,089	—	—	—	—	1,998
1878.....	19,240	82,846	68,780	226,322	499,589	—	—	—	—	2,198
1879.....	19,904	82,998	71,764	—	499,148	—	—	—	—	2,301
1880.....	21,054	76,393	65,598	—	495,955	—	—	—	—	2,462
1881.....	21,501	78,828	65,631	227,935	489,404	4,919 ²	—	—	—	2,571
1882.....	21,269	79,042	63,793	229,230	483,860	6,972	—	—	—	2,653
1883.....	21,495	80,477	66,775	238,514	476,212	10,831	—	—	—	2,693
1884.....	21,843	82,153	68,928	243,365	479,654	11,708	—	—	—	3,420
1885.....	21,933	84,025	72,967	247,875	486,708	13,074	—	—	—	4,027
1886.....	22,414	85,714	68,367	—	502,840	15,926	2,553	—	—	4,471
1887.....	22,460	85,474	68,583	255,259	510,671	16,940	3,144	—	—	5,345
1888.....	22,478	84,534	68,268	251,829	513,065	18,000	3,453	—	—	6,372
1889.....	23,045	84,429	68,221	—	519,457	18,358	4,574	—	—	6,796
1890.....	22,530	85,482	68,523	260,768	515,960	23,256	5,398	—	—	8,042
1891.....	22,330	83,586	68,992	265,513	—	23,871	5,652	—	—	9,260
1892.....	22,169	85,077	68,909	268,535	508,507	23,243	6,170	—	—	10,773
1893.....	22,292	94,899	—	267,202	504,123	28,706	8,214	—	—	11,496
1894.....	22,221	98,710	69,648	274,915	506,726	32,680	10,721	—	—	12,613
1895.....	22,250	100,555	68,761	286,180	509,213	35,371	11,972	—	—	13,482
1896.....	22,138	101,032	68,297	293,584	506,515	37,987	12,796	—	—	14,460
1897.....	21,845	100,847	66,917	297,328	507,167	39,841	—	—	—	15,798
1898.....	21,852	101,203	68,239	304,197	501,495	44,070	—	—	—	17,648
1899.....	21,550	100,617	68,579	307,267	493,483	48,660	—	—	—	19,185
1900.....	21,289	100,129	67,159	311,253	—	50,460	—	—	—	21,531
1901.....	20,779	98,410	66,689	314,881	492,534	51,888	—	—	—	23,615
1902.....	20,803	99,059	67,425	321,258	490,860	54,056	—	—	—	23,901
1903.....	19,956	98,768	65,951	326,183	487,880	57,409	33,191	—	—	1,113,837
1904.....	19,031	96,886	65,278	329,666	484,351	58,574	41,033	—	—	1,120,606
1905.....	19,272	100,252	66,897	335,768	487,635	63,287	25,191	24,254	—	1,149,909
1906.....	18,986	100,332	66,635	341,808	492,544	64,123	31,275	28,784	—	1,173,009
1907.....	19,036	100,007	66,422	347,614	493,791	67,144	37,622	34,338	—	1,196,013
1908.....	18,012	100,105	66,383	352,944	501,641	71,031	47,086	39,653	—	1,230,169
1909.....	18,073	101,680	67,785	367,012	507,219	73,044	55,116	46,048	—	1,272,204
1910.....	17,932	102,035	68,154	374,547	510,700	76,247	65,392	55,307	—	1,310,117
1911.....	17,397	102,910	68,951	389,123	518,605	80,848	72,260	61,660	—	1,356,879
1912.....	17,078	103,984	69,199	400,036	526,951	—	81,896	70,414	—	1,319,728
1913.....	17,555	105,269	69,663	411,784	542,822	83,679	101,463	79,909	—	1,469,752
1914.....	19,069	106,351	70,622	435,895	561,927	93,954	113,985	89,910	—	1,552,976
1915.....	18,402	107,768	72,013	448,087	569,030	100,963	122,862	97,286	—	1,601,035
1916.....	18,362	109,189	73,007	464,447	560,340	103,796	129,439	99,201	—	1,622,351
1917.....	18,190	109,032	71,981	463,390	561,865	106,588	142,617	107,727	—	1,646,508
1918.....	17,861	108,097	71,782	467,508	564,655	109,925	151,326	111,109	—	1,669,776
1919.....	17,587	106,982	71,029	456,201	584,724	114,662	164,219	121,567	—	1,738,977
1920.....	17,354	108,096	72,988	495,887	604,923	123,452	174,925	135,750	—	1,812,618
1921.....	17,510	109,483	73,712	—	—	129,015	184,871	—	85,905	—

¹Common School System formed—écoles élémentaires organisées²Free School System established—écoles libres établies

DOMINION BUREAU OF STATISTICS

4.—Historical Summary of Enrolment in Schools in Canada by Provinces, 1824 to 1921—Concluded.

4.—Relevé rétrospectif des élèves des écoles canadiennes, par provinces, de 1824 à 1921—fin.

BOYS—GARÇONS.

Year. — Année.	P.E.I. — I.P.-E.	N.S. — N.-E.	N.B. ³ — N.-B.	Que. — Qué.	Ont. — Ont.	Man. — Man.	Sas.k — Sask.	Alta. — Alta.	B.C. — C.-B.	Nne Provinces. — Neuf provinces.
1901.....	11,319	49,768	30,870	153,801	247,351	—	—	—	12,069	505,178
1902.....	11,271	50,247	30,767	156,304	244,509	—	—	—	12,254	505,352
1903.....	10,845	49,789	30,172	158,987	242,618	—	—	—	12,559	504,970
1904.....	10,259	48,536	29,892	160,014	240,674	—	—	—	13,330	502,705
1905.....	10,427	50,465	30,854	162,982	242,061	—	—	—	14,104	510,893
1906.....	10,196	50,198	30,913	166,967	243,572	—	16,376	14,701	14,524	547,447
1907.....	10,213	49,849	30,289	170,193	243,593	—	19,454	17,707	15,247	556,545
1908.....	9,449	49,906	30,600	171,471	248,032	—	24,773	19,516	17,111	570,858
1909.....	9,578	50,758	31,489	179,146	250,652	—	28,980	23,701	18,659	592,913
1910.....	9,573	50,918	31,933	182,431	250,327	—	34,084	31,753	23,162	608,023
1911.....	9,152	50,985	31,871	189,116	253,220	—	37,692	36,717	25,734	626,951
1912.....	8,995	51,498	32,062	193,263	256,532	—	42,380	41,449	29,544	647,181
1913.....	9,186	52,105	31,924	198,492	263,154	—	52,679	46,769	31,890	693,284
1914.....	9,514	52,656	32,224	210,937	271,677	—	59,340	50,140	33,059	715,027
1915.....	9,714	53,649	33,437	217,660	278,508	—	63,710	50,375	32,874	739,877
1916.....	9,565	53,944	33,089	225,425	273,676	—	66,497	54,446	32,450	745,445
1917.....	9,291	53,560	32,025	223,362	280,597	—	72,691	56,011	33,540	758,457
1918.....	9,101	52,731	31,853	224,248	281,462	—	76,896	61,206	35,954	765,842
1919.....	8,882	52,491	31,784	233,834	292,310	56,884	83,916	68,045	39,772	857,261
1920.....	8,842	53,179	32,015	239,648	302,887	—	88,993	—	43,442	833,381
1921.....	8,913	54,355	33,615	—	—	—	93,943	—	—	—

GIRLS—FILLES.

Year. — Année.	P.E.I. — I.P.-E.	N.S. — N.-E.	N.B. ³ — N.-B.	Que. — Que.	Ont. — Ont.	Man. — Man.	Sask. — Sask.	Alta. — Alta.	B.C. — C.-B.	Nine Provinces. — Neuf provinces.
1901.....	9,460	48,642	29,550	161,080	233,778	—	—	—	11,546	494,056
1902.....	9,532	48,812	29,710	164,984	234,151	—	—	—	11,647	498,836
1903.....	9,111	48,979	29,141	167,206	233,382	—	—	—	11,940	499,759
1904.....	8,772	48,350	28,867	169,652	232,016	—	—	—	12,457	500,114
1905.....	8,845	49,787	29,546	172,786	233,094	—	—	—	13,250	507,308
1906.....	8,790	50,134	29,768	174,841	234,812	—	14,899	14,083	13,998	541,325
1907.....	8,823	50,158	29,262	177,421	234,956	—	18,168	16,631	14,692	549,111
1908.....	8,563	50,199	29,795	181,473	237,101	—	22,313	20,137	16,132	565,693
1909.....	8,495	50,922	30,448	187,866	238,751	—	26,186	22,347	17,568	582,583
1910.....	8,359	51,117	31,061	192,116	241,430	—	31,308	26,901	19,319	601,611
1911.....	8,245	51,925	31,202	200,007	244,708	—	34,568	29,907	21,783	622,345
1912.....	8,083	52,486	31,502	206,773	258,857	—	39,516	34,327	24,234	655,778
1913.....	8,369	53,164	31,656	213,292	256,379	—	48,784	38,460	27,840	663,197
1914.....	8,555	53,695	32,066	224,958	264,696	—	54,645	43,141	30,067	711,823
1915.....	8,688	54,119	33,068	230,427	271,792	—	59,152	47,146	31,205	735,617
1916.....	8,797	55,245	33,459	239,032	269,214	—	62,942	48,826	31,696	749,211
1917.....	8,899	55,472	32,751	240,028	281,268	—	69,926	53,281	32,638	774,263
1918.....	8,760	55,361	32,990	243,260	283,193	—	74,430	55,098	33,976	787,088
1919.....	8,705	54,491	33,136	252,367	292,414	57,778	80,303	60,361	36,052	875,607
1920.....	8,512	54,917	33,035	256,239	302,036	—	85,932	67,705	39,471	847,847
1921.....	8,597	55,128	34,477	—	—	—	90,928	—	42,508	—

³Second term—2ème terme

2.—DISTRIBUTION OF PUPILS BY GRADES

2.—RÉPARTITION DES ÉLÈVES PAR DEGRÉS

5.—Comparative Table of the Distribution of Pupils, by Grades in Publicly Controlled Schools in the Different Provinces during the Year 1921, or the latest year reported.
 5.—Tableau comparatif de la répartition des élèves dans les écoles publiquement contrôlées des différentes provinces, par degrés, pendant l'année 1921, ou l'année la plus rapprochée

Province.	Year. — Année.	Elementary Grades. Degrés élémentaires.								Secondary Grades. Degrés secondaires.				Total.		
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elem-entary. Elé-mentaires.	Second-ary. Se-con-daires.	Total.
Nova Scotia—Nouvelle-Ecosse	1921	7,087	24,152	12,733	11,875	11,039	10,932	8,946	3,891	4,896	3,058	1,407	344	99,778	9,705	109,483
	2nd term, 1921	—	16,179	11,111	11,221	10,791	8,604	3,325	1,958	1,192	686	380	12	65,832	2,270	68,102
New Brunswick—Nouveau-Brunswick	1921	—	13,940	8,310	8,031	6,773	5,704	4,249	2,686	1,473	860	565	—	57,964	2,838	60,802
	1920	—	32,250	18,374	17,127	15,705	13,404	10,191	6,616	4,340	2,522	1,650	103	120,640	8,615	129,015
Quebec (Protestant Schools)— Quebec (protestantes)	1921	—	48,475	21,055	23,340	22,954	16,946	12,520	8,402	10,937	2,791	2,352	631	164,629	10,296	174,925
	1920	—	31,434	16,171	16,066	14,154	12,031	10,922	8,416	7,625	2,236	1,371	380	116,819	7,509	124,328
Saskatchewan	1st term, 1921	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	1921	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Alberta	1920-21	25,724	131,262	76,859	106,969	114,715	103,275	103,275	103,275	34,858	34,858	9,770	1,491	559,804	46,119	604,923
	1920-21	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ontario	1920-21	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	1920-21	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brit. Columbia—Col. Britanniq.	1921	—	14,054	14,260	12,891	20,940	16,360	16,360	16,360	1,462	1,462	154	73	78,691	7,259	85,950
	1921	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Prince Edward Island—Île du Prince-Edouard	1921	—	5,929	2nd Year, 2ème année.	3rd Year, 3ème année.	4th Year, 4ème année.	5th Year, 5ème année.	6th Year, 6ème année.	7th Year, 7ème année.	8th Year, 8ème année.	9th Year, 9ème année.	10th Year, 10ème année.	11th Year, 11ème année.	12th Year, 12ème année.	13th Year, 13ème année.	14th Year, 14ème année.
	1920	—	159,220	98,392	78,361	47,832	20,343	10,512	4,297	2,438	—	—	—	—	—	—
Quebec (R.C. Schools)—Québec (Catholiques)	1921	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	1920	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

1 P.W.C.—Prince of Wales College.

6.—Distribution of Pupils by Grades in the different Provinces in the types of Schools reported by each Province.
6.—Répartition des élèves des différentes provinces, par degré selon les types d'écoles de chaque province.

		Kindergarten.		Grade—Degré					
		Ecole maternelle.		I	II	III	IV	V	VI
		Kinder- garten. — École mater- nelle.	Kinder- garten Primary — École mater- nelle primaire.						
1	Nova Scotia: Halifax City, Boys.....	229		1,413	663	724	628	601	538
2	Girls.....	300		1,170	653	611	675	536	485
3	Whole Province, Boys.....	3,621		12,982	6,732	6,265	5,613	5,498	4,400
4	Girls.....	3,466		11,170	6,001	5,610	5,426	5,454	4,546
5	New Brunswick: 1st Term.....		15,901		10,437	10,332	9,632	7,578	3,340
6	2nd Term.....		16,179		11,111	11,221	10,791	8,604	3,325
7	Ontario: Public School: Rural.....	—	1,310	53,524	27,712	40,027		42,433	
8	City.....	15,764	3,854	34,012	22,961	34,869		39,119	
9	Town.....	765	1,579	16,544	9,979	13,348		14,364	
10	Village.....	—	153	5,477	3,615	4,705		4,984	
11	Total.....	16,529	6,896	109,557	64,267	92,949		100,900	
12	R. C. Separate: Rural.....	—	725	6,541	3,036	3,080		2,749	
13	City.....	—	1,030	9,029	5,883	6,914		7,232	
14	Town.....	—	544	5,684	3,438	3,725		3,521	
15	Village.....	—	—	451	235	301		313	
16	Total.....	—	2,299	21,705	12,592	14,020		13,815	
17	Continuation.....	—	—	—	—	—		—	
18	High School.....	—	—	—	—	—		—	
19	Collegiate Institute.....	—	—	—	—	—		—	
20	Total.....	16,529	9,195	131,262	76,859	106,969		114,715	
21	Manitoba: Winnipeg.....	—	6,893	—	5,486	4,544	4,113	4,109	3,264
22	Whole Province.....	—	32,250	—	18,374	17,127	15,705	13,404	10,191
23	Saskatchewan: Elementary Schools:								
24	Rural.....	—	29,453	—	12,786	14,600	14,294	9,862	7,022
25	Town.....	—	4,451	—	2,241	2,386	2,397	1,960	1,529
26	Village.....	—	7,901	—	3,370	3,804	3,640	2,876	2,263
27	City.....	—	6,670	—	2,658	2,550	2,623	2,248	1,706
28	Total.....	—	48,475	—	21,055	23,340	22,954	16,946	12,520
29	Secondary Schools.....	—	—	—	—	—	—	—	—
30	Alberta: Grade Schools.....	—	17,082	—	8,948	8,543	7,847	7,366	6,585
31	Ungraded Schools.....	—	16,767	—	7,351	7,713	7,358	5,950	5,449
32	Total.....	—	33,849	—	16,299	16,256	15,205	13,316	12,034
33	British Columbia: City Schools.....	—	6,798	—	6,791	6,320	—	10,990	—
34	Rural Municipal.....	—	3,949	—	4,126	3,617	—	6,074	—
35	Rural and Assisted...	—	3,307	—	3,343	2,854	—	3,876	—
36	Total (Elementary)...	—	14,054	—	14,260	12,791	—	20,940	—
37	High Schools.....	—	—	—	—	—	—	—	—

		Elementary Grades.			
		Degrés élémentaires.			
		1st year. — 1ère année.	2nd year. — 2ème année.	3rd year. — 3ème année.	4th year. — 4ème année.
Roman Catholic Primary.					
38	Quebec: Elementary Schools.....	91,743	54,771	41,340	21,206
39	Model Schools.....	38,233	24,031	18,848	12,709
40	Academies.....	29,244	19,590	18,173	13,917
41	Total.....	159,220	98,392	78,361	47,832

6.—Distribution of Pupils by Grades in the different Provinces in the types of Schools reported by each Province

6.—Répartition des élèves des différentes provinces, par degré selon les types d'écoles de chaque province.

Grade—Degré							
VII	VIII	IX	X	XI	XII		
276	245	136	90	57	6	Nouvelle-Ecosse: Cité d'Halifax, garçons.	1
366	324	240	152	77	91	filles.	2
3,322	2,497	1,771	999	514	141	province entière, garçons.	3
3,781	3,394	3,175	2,059	893	203	filles.	4
2,668	1,944	1,266	716	392	12	Nouveau-Brunswick: 1 ^{er} terme.	5
2,643	1,958	1,192	686	380	12	2 ^{ème} terme.	6
40,451		2,217	—	—	—	Ontario: écoles publiques, rurales.	7
33,945		1,461	—	—	—	des cités.	8
13,417		179	—	—	—	des villes.	9
5,100		223	—	—	—	des villages.	10
92,913		4,080	—	—	—	Total.	11
2,209		430	—	—	—	écoles séparées (catholiques) rurales.	12
5,320		1,541	—	—	—	des cités.	13
2,502		71	—	—	—	des villes.	14
331		46	—	—	—	des villages.	15
10,362		2,088	—	—	—	Total.	16
—		2,619	1,905	1,299	—	écoles de continuation.	17
—		6,214	4,437	3,514	542	"High School".	18
—		7,994	5,521	4,957	949	instituts collégiaux.	19
103,275		34,858	—	9,770	1,491	Total.	20
2,374	1,963	1,531	922	517	50	Manitoba: cité de Winnipeg.	21
6,616	6,733	4,340	2,522	1,650	103	province entière.	22
4,170	4,977	742	163	26	8	Saskatchewan: écoles élémentaires:	23
1,089	1,308	921	566	588	47	rurales.	24
1,371	2,173	1,120	722	338	5	des villes.	25
1,772	1,612	—	—	—	—	des villages.	26
8,402	10,070	2,783	1,451	952	60	des cités.	27
—	867	1,739	1,340	1,400	571	Total.	28
5,636	5,526	3,794	2,380	1,601	556	écoles secondaires.	29
3,987	4,494	683	121	13	—	Alberta: écoles à classes multiples.	30
9,623	10,020	4,477	2,501	1,614	556	écoles à classe unique.	31
8,648		20	—	—	—	Total.	32
4,545		11	—	—	—	Colombie-Britannique: écoles des cités.	33
3,167		172	—	—	—	écoles des municipalités ru- rales.	34
16,360		212	—	—	—	écoles rurales et subvention- nées.	35
—		—	7,259	—	—	Total (écoles élémentaires)	36
						"High Schools".	37

Model School Grades		Academy Grades.		Québec.	
Degrés modèles.		Degrés académiques.		Total.	Ecoles primaires (catholiques):
5th year. — 5ème année.	6th year. — 6ème année.	7th year. — 7ème année.	8th year. — 8ème année.		
2,716	489	73	29	212,367	Elémentaires.
8,186	3,535	213	52	105,807	Modèles.
9,441	6,488	4,011	2,357	103,221	Académiques.
20,343	10,512	4,297	2,438	421,395	Total.

6.—Distribution of Pupils by Grades in the different Provinces in the types of Schools reported by each Province.

6.—Répartition des élèves des différentes provinces, par degré selon les types d'écoles de chaque province.—Fin.

	Protestant Schools:	Elementary Grades. — Degrés élémentaires.						
		1st year. — 1ère année.	2nd year. — 2ème année.	3rd year. — 3ème année.	4th year. — 4ème année.	5th year. — 5ème année.	6th year. — 6ème année.	7th year. — 7ème année.
42	Quebec:Elementary Schools.....	11,452	6,830	6,760	6,505	5,345	4,246	2,881
43	Model Schools.....	887	540	525	548	511	427	401
44	Academies.....	1,601	940	926	978	917	1,031	967
45	Total.....	13,940	8,310	8,211	8,031	6,773	5,704	4,249

3.—DISTRIBUTION OF PUPILS

3.—RÉPARTITION DES ÉLÈVES

7.—Ages of pupils enrolled in Schools in Seven Provinces in Canada, 1921 or latest year reported.

7.—Âge de la population scolaire dans sept provinces du Canada, chiffres de 1921 ou du dernier rapport.

No.	Province or part of Province.	No. of pupils enrolled whose age was									
		Under 5 yrs.	5 yrs.	6yrs.	7 yrs.	8 yrs.	9 yrs.	10yrs.	11 yrs.	12 yrs.	13 yrs.
		Moins de 5 ans	5 ans.	6 ans.	7 ans.	8 ans.	9 ans.	10 ans.	11 ans.	12 ans.	13ans.
1	Nova Scotia: Halifax City...	158	646	1,030	1,105	1,142	1,193	1,142	1,104	1,053	1,025
2	Whole province	1,372	6,556	10,016	11,217	11,723	11,382	11,515	10,753	10,625	9,329
3	New Brunswick:1st term....	709					61,370				
4	2nd term.....	589					64,579				
	Québec: Roman Catholic primary schools—										
5	Boys.....	39,807					153,367				
6	Girls.....	42,478					158,352				
	Protestant Schools—										
7	Boys.....	4,617					23,074				
8	Girls.....	4,372					23,015				
9	Total primary schools.....	91,274					367,808				
10	Roman Catholic classical colleges (1921).....						2,468				
11	Protestant high schools 1921.....	110					1,427				
12	Protestant academies.	717					5,096				
	Ontario—										
13	Public schools: rural.....	227					207,445				
14	city.....	533					185,449				
15	towns.....	87					70,088				
16	villages.....	7					24,250				
17	total.....	854					487,232				
18	Continuation schools 1921.....								14	107	420
19	Collegiate institutes and high schools.....							1	30	419	2,259
20	Manitoba.....	1,607		11,073	14,411	15,115	14,278	13,699	12,987	12,851	11,878
	Saskatchewan—										
21	Rural.....	115	1,908	7,089	12,344	12,744	12,231	11,692	10,973	10,205	9,573
22	City.....	1	984	2,636	2,983	2,778	2,599	2,337	2,178	2,153	1,888
23	Town.....	1	263	1,827	2,477	2,590	2,266	2,206	1,932	1,967	1,883
24	Village.....	60	701	2,849	3,494	3,637	3,443	3,181	2,882	2,834	2,622
25	Collegiate institutes and high schools.....										
26	Total.....	177	3,856	14,401	21,298	21,749	20,539	19,416	17,990	17,407	16,719
27	Alberta: boys.....	686	4,551	6,946	7,118	7,224	6,981	6,295	6,146	5,721	
28	girls.....	617	4,279	6,629	7,002	6,816	6,666	6,027	5,942	5,527	
29	Total.....	1,303	8,830	13,575	14,120	14,040	13,647	12,322	12,088	11,248	
		Under 5 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.
		Moins de 5 ans.	5 ans.	6 ans.	7 ans.	8 ans.	9 ans.	10 ans.	11 ans.	12 ans.	13 ans.

6.—Distribution of Pupils by Grades in the different Provinces in the types of Schools reported by each Province.

6.—Répartition des élèves des différentes provinces, par degré selon les types d'écoles de chaque province.—Fin.

Model School Grades		Academy Grades.		Total.	
Degrés modèles.		Degrés académiques.			
8th	9th	10th	11th		
—	—	—	—		
8ème année.	9ème année.	10ème année.	11ème année.		Ecoles protestantes:
273	7	—	—	44,299	Elémentaires.
388	216	100	—	4,543	Modèles.
2,025	1,250	760	565	11,960	Académiques.
2,686	1,473	860	565	60,802	Total.

BY AGE AND GRADE

PAR AGE ET PAR DEGRÉS

7.—Ages of pupils enrolled in Schools in Seven Provinces in Canada, 1921 or latest year reported.

7.—Age de la population scolaire dans sept provinces du Canada chiffres, de 1921 ou du dernier rapport.

Nombre d'élèves inscrits âgés de									Province ou partie de province.	
14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over.	Total.		
14 ans.	15 ans.	16 ans.	17 ans.	18 ans.	19 ans.	20 ans.	21 ans ou plus.			
774	516	.....	398	.....	.....	.....	.....	11,286	Nouvelle-Ecosse—Cité d'Halifax.	1
7,009	4,442	.....	3,452	.....	.....	.....	.....	109,391	Province entière.	2
.....	.....	.....	2,149	.....	.....	.....	.....	64,223	Nouveau-Brunswick—Prem. terme.	3
.....	.....	.....	2,924	.....	.....	.....	.....	68,092	Second terme.	4
.....	.....	.....	.....	.....	.....	.....	.....	.....	Québec—Ecoles élémentaires catho- liques—	5
11,901	.....	2,483	.....	442	.....	.....	.....	208,000	Garçons.	6
17,376	.....	5,444	.....	704	.....	.....	.....	224,354	Filles.	7
.....	.....	.....	.....	.....	.....	.....	.....	.....	Ecoles protestantes—	8
2,977	.....	918	.....	59	.....	.....	.....	31,645	Garçons.	9
3,443	.....	990	.....	65	.....	.....	.....	31,885	Filles.	10
35,697	.....	9,835	.....	1,270	.....	.....	.....	495,884	Total, écoles primaires.	11
.....	.....	.....	.....	.....	.....	.....	.....	.....	Collèges classiques catho- liques, 1921.	12
2,815	.....	1,998	.....	1,752	.....	.....	.....	9,033	.....	13
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
1,475	.....	880	.....	106	.....	.....	.....	3,998	"High schools" protestantes, 1921.	15
1,684	.....	837	.....	72	.....	.....	.....	8,406	Académies protestantes, 1921.	16
.....	.....	.....	.....	.....	.....	.....	.....	.....	Ontario—	17
.....	.....	.....	.....	.....	.....	.....	.....	2	Ecoles publiques, rurales, Ontario.	18
.....	.....	.....	.....	.....	.....	.....	.....	3	des cités.	19
.....	.....	.....	.....	.....	.....	.....	.....	.....	des villages.	20
.....	.....	.....	.....	.....	.....	.....	.....	.....	des villages.	21
.....	.....	.....	.....	.....	.....	.....	.....	.....	Total, écoles publiques.	22
961	1,441	1,328	847	485	149	36	35	5,823	Ecoles primaires supérieures, 1921	23
5,648	7,943	7,595	5,287	3,049	1,227	441	229	34,128	Instituts Collégiaux et "high schools".	24
9,611	5,788	3,183	1,557	621	191	165	.....	129,015	Manitoba.	25
.....	.....	.....	.....	.....	.....	.....	.....	.....	Saskatchewan—	26
7,280	3,536	1,720	649	241	86	25	38	102,449	Ecoles rurales.	27
1,285	565	207	52	19	11	5	10	22,691	des cités.	28
1,412	1,110	696	448	187	110	32	48	21,455	des villages.	29
2,306	1,504	947	506	212	79	35	32	31,324	des villages.	30
.....	.....	.....	.....	.....	.....	.....	.....	.....	Instituts Collégiaux et "high schools"	31
1,145	1,267	1,228	981	629	308	113	204	6,903	Total.	32
13,428	7,982	4,798	2,636	1,288	594	210	332	184,820	Alberta—Garçons.	33
4,993	3,244	1,586	810	366	225	36	29	62,957	Filles.	34
4,698	3,371	1,927	1,023	469	309	45	24	61,371	Total.	35
9,691	6,615	3,513	1,833	835	534	81	53	124,328	.....	36
14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over.	Total.		
14 ans.	15 ans.	16 ans.	17 ans.	18 ans.	19 ans.	20 ans.	21 ans ou plus.			

8.—Nova Scotia Schools: Distribution of Pupils by Age and Grade, 1921.

8.—Ecoles de la Nouvelle-Ecosse: Répartition des élèves, par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.			
	I ¹ (a)	I ¹ (b)	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary.	Sec- ond- ary.	Total.
														Elé- men- taires.	Sec- on- dai- res.	
4 ²	1,054	316	2	—	—	—	—	—	—	—	—	—	—	1,372	—	1,372
5.....	3,476	2,966	114	—	—	—	—	—	—	—	—	—	—	6,556	—	6,556
6.....	2,931	5,834	1,181	149	9	1	1	—	—	—	—	—	—	10,106	—	10,106
7.....	1,375	5,207	3,176	1,237	196	23	2	—	1	—	—	—	—	11,217	—	11,217
8.....	575	3,296	3,374	2,806	1,359	273	38	2	—	—	—	—	—	11,723	—	11,723
9.....	250	1,750	2,136	2,806	2,662	1,420	303	42	4	—	—	—	—	11,382	—	11,382
10.....	146	986	1,310	2,094	2,593	2,685	1,319	303	70	9	—	—	—	11,506	9	11,515
11.....	66	457	689	1,290	1,876	2,529	2,272	1,152	372	42	7	1	—	10,703	50	10,753
12.....	37	266	410	806	1,211	1,999	2,233	2,051	1,207	356	43	6	—	10,220	405	10,625
13.....	15	130	206	422	713	1,228	1,555	1,807	1,815	1,159	261	17	1	7,891	1,438	9,329
14.....	10	56	89	198	308	563	839	1,130	1,428	1,491	751	136	10	4,621	2,388	7,009
15.....	2	20	34	46	91	203	308	492	725	1,166	938	384	33	1,921	2,521	4,442
16 ³	2	7	12	18	21	28	76	124	269	673	1,058	864	300	557	2,895	3,452
Total....	9,939	21,300	12,733	11,872	11,039	10,952	8,946	7,103	5,891	4,896	3,058	1,408	344	99,775	9,706	109,481

¹(a) Those taking up the work of the grade for the first year.—Élèves commençants.

¹(b) Those repeating the work of the grade from previous years.—Élèves plus d'une année dans le degré.

²Includes 4 years and under.—Y compris 4 ans ou moins.

³I includes 16 years and over.—Y compris 16 ans ou plus.

9.—Manitoba Schools: Exclusive of Winnipeg Elementary Schools: Distribution of Pupils by Age and Grade, 1921.

9.—Ecoles du Manitoba, à l'exclusion des écoles primaires de Winnipeg: Répartition des élèves, par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.									Secondary Grades. — Degrés secondaires.				Total.		
	Kinder- garten. — Ecole mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary.	Sec- ond- ary.	Total.
														Elé- men- taires.	Sec- on- dai- res.	
5 ¹	351	897	12	1	—	—	—	—	—	—	—	—	—	1,261	—	1,261
6.....	979	5,862	186	12	1	2	5	—	—	—	—	—	—	7,047	—	7,047
7.....	639	7,153	1,773	331	6	5	4	—	—	7	—	—	—	9,918	—	9,918
8.....	244	4,459	3,736	1,669	267	14	—	—	—	—	—	—	—	10,389	—	10,389
9.....	68	1,931	3,037	3,269	1,371	202	19	—	—	—	—	—	—	9,897	—	9,897
10.....	46	991	1,765	2,759	2,814	1,184	219	23	1	—	—	—	—	9,802	—	9,802
11.....	16	407	875	1,672	2,647	2,275	980	197	58	4	—	—	—	9,127	4	9,131
12.....	15	286	501	1,039	1,814	2,262	1,921	684	417	78	3	2	—	8,939	83	9,022
13.....	11	149	248	612	1,185	1,600	1,799	1,219	1,103	459	47	14	—	7,926	550	8,476
14.....	3	54	134	283	588	875	1,068	1,033	1,496	1,234	304	34	—	5,535	1,572	7,107
15.....	—	26	44	91	176	312	425	500	1,006	1,334	730	201	1	2,580	2,266	4,846
16.....	—	6	20	19	50	67	128	180	439	756	777	438	17	909	1,988	2,897
17.....	—	4	2	10	10	19	31	40	145	254	452	497	30	261	1,233	1,494
18.....	—	1	2	1	5	7	8	7	37	70	158	273	17	68	518	586
19.....	—	—	—	1	1	3	3	3	1	10	17	32	95	19	19	163
20.....	—	1	—	—	3	3	3	1	1	3	2	9	32	4	12	47
21 ²	1	1	—	1	2	2	1	1	3	6	6	37	10	12	59	71
Total..	2,373	22,228	12,335	11,770	10,940	8,832	6,613	3,886	4,725	4,244	2,518	1,623	98	83,702	8,483	92,185

¹Includes 5 years and under.—Y compris 5 ans ou moins.

²Includes 21 years and over.—Y compris 21 ans ou plus.

10.—Saskatchewan Schools: Distribution of Pupils by Age and Grade (Calendar Year), 1920.

Écoles de la Saskatchewan: Répartition des élèves par âge et par degré (année du calendrier), 1920.

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary. — Elémentaires.	Secondary. — Secondaires.	Total.
4 ¹	1,357	7	—	—	—	—	—	—	—	—	—	—	1,364	—	1,364
5-6.....	17,228	992	165	26	3	3	—	—	—	—	—	—	18,417	—	18,417
7-8.....	22,465	10,539	6,310	1,566	180	30	10	1	—	—	—	—	41,101	—	41,101
9-10.....	5,194	6,671	10,450	9,702	3,934	1,142	228	68	1	—	—	—	37,389	1	37,390
11-12.....	1,320	2,011	4,579	7,944	7,850	5,729	2,946	1,855	201	24	2	—	34,234	227	34,461
13-14.....	397	535	1,426	3,020	3,991	4,429	3,918	5,620	1,934	615	131	6	23,336	2,686	26,022
15-16.....	65	72	177	455	744	987	1,095	2,869	1,825	1,485	915	139	6,464	4,364	10,828
17 ²	19	12	34	64	89	133	158	474	460	612	1,279	507	983	2,858	3,841
Total...	48,045	20,839	23,141	22,777	16,791	12,453	8,355	10,887	4,421	2,736	2,327	652	163,288	10,136	173,424

¹Includes 4 years and under—Y compris 4 ans ou moins.²Includes 17 years and over—Y compris 17 ans ou plus.

11.—Alberta Schools: Distribution of Pupils by Age and Grade, 1921.

Écoles de l'Alberta: Répartition des élèves par âge et par degrés en 1921.

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary. — Elémentaires.	Secondary. — Secondaires.	Total.
5 ¹	1,294	9	—	—	—	—	—	—	—	—	—	—	1,303	—	1,303
6.....	8,548	257	23	2	—	—	—	—	—	—	—	—	8,830	—	8,830
7.....	10,417	2,591	529	36	2	—	—	—	—	—	—	—	13,575	—	13,575
8.....	5,811	5,062	2,751	453	41	2	—	—	—	—	—	—	14,120	—	14,120
9.....	2,638	3,989	4,748	2,140	444	76	4	1	—	—	—	—	14,040	—	14,040
10.....	1,269	2,201	3,747	4,068	1,793	490	69	10	—	—	—	—	13,647	—	13,647
11.....	650	974	1,977	3,238	3,196	1,729	463	92	3	—	—	—	12,319	3	12,322
12.....	381	538	1,126	2,114	2,927	2,929	1,493	529	46	5	—	—	12,037	51	12,088
13.....	249	282	643	1,209	1,928	2,723	2,499	1,442	250	22	1	—	10,975	273	11,248
14.....	119	167	341	627	1,124	1,812	2,176	2,311	773	220	20	—	8,677	1,014	9,691
15.....	38	82	129	193	411	810	1,188	2,015	1,131	471	125	22	4,866	1,749	6,615
16.....	10	14	35	44	100	240	376	874	798	663	304	55	1,693	1,820	3,513
17.....	4	5	7	17	49	83	96	264	356	494	363	90	525	1,308	1,833
18.....	3	—	8	5	13	25	29	59	95	220	291	87	142	693	835
19.....	5	—	2	5	3	3	21	22	50	102	206	115	61	473	534
20.....	—	—	—	—	—	—	—	2	3	7	24	40	5	76	81
21 ²	—	—	—	1	—	—	—	3	13	15	16	5	4	49	53
Total...	31,436	16,171	16,066	14,152	12,031	10,922	8,416	7,625	3,522	2,236	1,371	380	116,819	7,509	124,328

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.

4.—AGE-GRADE DISTRIBUTION OF PUPILS IN DIFFERENT TYPES OF SCHOOLS

4.—RÉPARTITION DES ÉLÈVES SELON LE TYPE D'ÉCOLE

12.—Halifax, Nova Scotia Schools: Distribution of Pupils by Age and Grade, 1921.

12.—Écoles d'Halifax, Nouvelle-Écosse: Répartition des élèves par âge et par degré en 1921.

Age.	Elementary Grades. — Degrés élémentaires.									Secondary Grades. — Degrés secondaires.				Commercial Commerciales.	Total.		
	I (a)	I (b)	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII		Elementary. — Elémentaires.	Secondary. — Secondaires.	Total.
4 ¹	157	1	—	—	—	—	—	—	—	—	—	—	—	—	158	—	158
5.....	517	121	8	—	—	—	—	—	—	—	—	—	—	—	646	—	646
6.....	499	418	99	13	1	—	—	—	—	—	—	—	—	—	1,030	—	1,030
7.....	240	452	293	97	23	—	—	—	—	—	—	—	—	—	1,105	—	1,105
8.....	72	278	401	269	113	9	—	—	—	—	—	—	—	—	1,142	—	1,142
9.....	19	148	275	362	277	98	14	—	—	—	—	—	—	—	1,193	—	1,193
10.....	13	73	127	263	337	220	96	10	3	—	—	—	—	—	1,142	—	1,142
11.....	6	35	50	147	253	279	222	82	29	1	—	—	—	—	1,103	1	1,104
12.....	5	34	33	96	146	226	246	158	85	21	3	—	—	—	1,029	24	1,053
13.....	—	7	18	44	100	172	222	181	173	87	21	—	—	—	917	108	1,025
14.....	—	7	5	26	40	91	140	130	156	115	50	13	—	1	595	178	774
15.....	—	7	5	13	9	34	65	66	91	106	80	32	7	1	290	225	516
16 ²	—	3	2	5	4	8	18	15	32	46	88	89	35	53	87	258	398
Total..	1,528	1,584	1,316	1,335	1,303	1,137	1,023	642	569	376	242	134	42	55	10,437	794	11,286

¹Includes 4 years and under—Y compris 4 ans ou moins.

²Includes 16 years and over—Y compris 16 ans ou plus.

13.—Ottawa, Ontario Public Elementary Schools: Distribution of Pupils by Age and Grade, 1921.

13.—Écoles élémentaires publiques d'Ottawa, Ontario: Répartition des élèves par âge et par degré en 1921.

Age.	Elementary Grades. — Degrés élémentaires.								Total.
	Kinder- garten. — Ecole Ma- ternelle.	I	II	III	IV	V	VI	VII	
4.....	93	1	—	—	—	—	—	—	94
5.....	687	20	—	—	—	—	—	—	707
6.....	431	650	8	—	—	—	—	—	1,089
7.....	39	659	295	9	—	—	—	—	1,002
8.....	5	242	541	264	8	—	—	—	1,060
9.....	1	63	294	445	174	12	—	—	989
10.....	—	18	88	320	362	161	12	—	961
11.....	1	7	25	166	296	268	138	14	915
12.....	—	—	14	71	193	298	282	87	945
13.....	—	1	11	36	87	165	309	182	791
14.....	—	—	2	6	40	97	206	223	574
15.....	—	1	—	2	6	23	100	101	233
16.....	—	—	—	—	2	5	21	41	70
17.....	—	—	—	—	—	1	—	8	9
18.....	—	—	—	—	1	—	—	—	1
Total.....	1,257	1,663	1,278	1,319	1,169	1,030	1,068	656	9,440

¹N.B.—The 7 grades above really represent all the 8 elementary grades. In 1919, the 8 grades in the public (not the R.C. Separate) schools of Ottawa were reduced to 7 grades, Grades III and IV becoming Grade III, V becoming IV, and so on. The ages given above were as in February.

¹Les 7 degrés des écoles d'Ottawa correspondent aux 8 degrés élémentaires des autres provinces. En 1919 les 8 degrés élémentaires dans les écoles publiques furent réduits aux 7 degrés dans; ainsi, Degrés III et IV devinrent Degré III, Degré V devint IV, etc. Les âges dans le tableau 13 étaient inscrits en février 1921.

14.—Winnipeg, Manitoba Schools: Distribution of Pupils by Age and Grade, 1921.

14.—Écoles de Winnipeg, Manitoba: Répartition des élèves par âge et par degré, en 1921.

Age.	Elementary Grades. Degrés élémentaires.								Secondary Grades. Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémentaires.	Second- ary. — Secondaires.	Total.
5.....	8	—	—	—	—	—	—	—	—	—	—	—	8	—	8
6.....	1,172	117	2	—	—	—	—	—	—	—	—	—	1,291	—	1,291
7.....	1,989	1,688	172	1	—	—	—	—	—	—	—	—	3,850	—	3,850
8.....	500	1,585	1,387	195	1	—	—	—	—	—	—	—	3,668	—	3,668
9.....	120	654	1,511	1,059	175	12	—	—	—	—	—	—	3,531	—	3,531
10.....	58	217	600	1,193	992	186	6	1	—	—	—	—	3,253	—	3,253
11.....	15	66	205	570	1,093	896	219	34	2	—	—	—	3,098	2	3,100
12.....	3	29	93	266	632	951	769	316	33	—	—	—	3,059	33	3,092
13.....	13	14	38	109	330	614	787	912	213	24	—	—	2,817	237	3,054
14.....	2	5	20	34	126	288	447	1,229	494	151	7	—	2,151	652	2,803
15.....	2	2	1	13	30	100	178	767	511	291	83	1	1,093	886	1,979
16.....	—	—	—	2	4	14	31	258	215	282	157	10	309	664	973
17.....	—	—	1	—	2	—	5	51	52	147	176	16	61	391	452
18.....	—	—	—	—	—	1	2	6	6	26	73	11	9	116	125
19 ¹	—	—	—	—	—	—	—	—	1	2	21	12	—	36	36
Total.....	3,882	4,377	4,030	3,442	3,385	3,064	2,444	3,574	1,527	923	517	50	28,198	3,017	31,215

¹Includes 19 years and over—Y compris 19 ans ou plus.15.—Manitoba City¹ Schools exclusive of Winnipeg: Distribution of Pupils by Age and Grade, 1921.15.—Écoles des cités¹ du Manitoba, à l'exclusion des écoles de Winnipeg: Répartition des élèves par âge et par degré en 1921.

Age.	Elementary Grades. Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.			
	Kinder garten.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémen- taires.	Second- ary. — Second- aires.	Total.
	Ecole mater- nelle.															
5 ² ...	31	9	1	—	—	—	—	—	—	—	—	—	—	41	—	41
6....	129	622	7	—	—	—	—	—	—	—	—	—	—	758	—	758
7.....	39	611	146	8	—	—	—	—	—	—	—	—	—	804	—	804
8.....	17	315	398	113	11	1	—	—	—	—	—	—	—	855	—	855
9.....	6	90	304	257	110	6	—	—	—	—	—	—	—	773	—	773
10.....	3	21	142	248	236	102	12	—	—	—	—	—	—	764	—	764
11.....	—	10	50	129	201	239	79	11	—	—	—	—	—	719	—	719
12.....	—	2	22	48	107	257	201	59	14	2	—	—	—	710	2	712
13.....	—	2	9	24	53	126	202	164	89	15	1	—	—	669	16	685
14.....	—	2	2	5	28	46	85	180	159	106	17	2	—	507	125	632
15.....	—	—	3	1	2	11	32	77	89	129	65	25	—	215	219	434
16.....	—	—	—	4	—	1	9	14	43	113	102	42	6	71	263	334
17.....	—	1	—	—	—	1	2	1	6	41	53	33	12	11	139	150
18.....	—	—	—	—	—	—	1	1	8	10	33	29	6	10	78	88
19.....	—	—	—	—	—	—	—	—	5	3	5	13	10	5	31	36
20.....	—	—	—	—	—	—	—	—	1	—	—	2	2	1	4	5
21 ³ ...	—	—	—	—	—	—	1	1	1	—	2	3	4	3	9	12
Total	225	1,685	1,084	837	748	790	624	508	415	419	278	149	40	6,916	886	7,802

¹Brandon, Portage la Prairie and St. Boniface.²Includes 5 years and under—Y compris 5 ans ou moins.³Includes 21 years and over—Y compris 21 ans ou plus.

DOMINION BUREAU OF STATISTICS

16.—Manitoba Schools with 3 rooms or more, Exclusive of City Schools: Distribution of Pupils by Age and Grade, 1921.

16.—Ecoles du Manitoba avec 3 salles de Classe ou plus, à l'exclusion des écoles des cités: Répartition des élèves par âge et par degré, en 1921.

Age.	Elementary Grades. Degrés élémentaires.										Secondary Grades. Degrés secondaires.				Total.		
	Kinder- garten. Ecole mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary.	Secon- dary.	Total.	
														Elémen- taires.	Secon- daires.		
5....	58	301	3	-	-	-	-	-	-	-	-	-	-	362	-	362	
6....	334	2,393	63	2	1	-	-	-	-	-	-	-	-	2,792	-	2,792	
7....	197	2,677	763	119	1	-	-	-	-	-	-	-	-	3,757	-	3,757	
8....	46	1,367	1,542	683	82	5	-	-	-	-	-	-	-	3,725	-	3,725	
9....	10	500	1,099	1,384	518	86	8	-	-	-	-	-	-	3,605	-	3,605	
10....	7	190	494	1,032	1,198	470	96	8	1	-	-	-	-	3,496	-	3,496	
11....	1	70	176	512	1,032	983	475	90	28	2	-	-	-	3,367	2	3,369	
12....	-	27	81	248	601	871	851	315	204	32	3	2	-	3,198	37	3,235	
13....	2	14	63	118	280	538	740	533	511	206	21	14	-	2,769	241	3,010	
14....	-	9	20	56	125	259	393	369	687	505	114	25	-	1,918	644	2,562	
15....	-	4	2	16	29	77	122	162	423	560	319	85	-	835	964	1,799	
16....	-	-	1	-	3	17	42	59	173	335	338	223	1	295	897	1,192	
17....	-	1	-	1	1	3	9	11	54	131	220	269	2	80	622	702	
18....	-	-	-	-	2	1	2	1	2	9	45	82	159	16	286	302	
19....	-	-	-	-	-	1	1	-	3	9	24	66	4	5	103	108	
20....	-	-	-	-	-	3	-	-	-	1	5	26	-	3	32	35	
21 ¹	-	-	-	1	-	1	-	-	2	3	3	25	1	4	32	36	
Total	655	7,553	4,277	4,172	3,872	3,316	2,738	1,549	2,095	1,829	1,129	894	8	30,227	3,860	34,087	

¹Includes 5 years and under—Y compris 4 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.

17.—Manitoba Schools with fewer than 3 Rooms: Distribution of Pupils by Age and Grade, 1921.

17.—Ecoles du Manitoba avec moins de 3 salles de classe: Répartition des élèves par âge et par degré, en 1921.

Age.	Elementary Grades. Degrés élémentaires.									Secondary Grades. Degrés secondaires.				Total.		
	Kinder- garten. ³ — Ecole ³ mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémen- taires.	Secon- dary. — Secon- daires.	Total.
5 ¹ ...	253	563	8	1	—	—	—	—	—	—	—	—	—	825	—	825
6....	504	2,701	115	9	1	2	5	—	—	—	—	—	—	3,337	—	3,337
7....	393	3,695	843	192	4	5	4	—	7	—	—	—	—	5,143	—	5,143
8....	173	2,658	1,736	839	137	8	—	—	—	—	—	—	—	5,551	—	5,551
9....	51	1,278	1,566	1,570	717	102	11	—	—	—	—	—	—	5,295	—	5,295
10....	36	744	1,076	1,407	1,329	594	104	15	—	—	—	—	—	5,305	—	5,305
11....	13	315	623	988	1,369	1,018	405	94	29	—	—	—	—	4,854	—	4,854
12....	15	247	384	713	1,056	1,092	840	303	192	10	—	—	—	4,842	10	4,852
13....	9	127	199	446	825	895	828	511	484	51	1	—	—	4,324	52	4,376
14....	3	42	108	212	425	558	570	474	628	120	21	—	—	3,020	141	3,161
15....	—	21	38	67	139	216	262	256	471	123	53	7	—	1,470	183	1,653
16....	—	5	19	14	46	48	76	105	213	88	54	16	—	526	158	684
17....	—	2	2	7	9	14	19	28	80	30	31	18	—	161	79	240
18....	—	1	2	1	3	5	6	4	20	9	16	12	—	42	37	79
19....	—	—	—	1	1	2	2	1	2	5	2	8	—	9	15	24
20....	—	1	—	—	3	—	1	1	2	1	4	—	—	8	5	13
21 ² ...	1	1	—	—	2	1	—	—	—	2	—	—	—	5	2	7
Total	1,451	12,401	6,719	6,467	6,066	4,560	3,133	1,792	2,128	439	182	61	—	44,717	682	45,399

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.³Evidently young children just beginning, not real kindergarten pupils—Evidemment jeunes commençants, mais non élèves des écoles maternelles.

18.—Manitoba Ungraded Schools: Distribution of Pupils by Age and Grade, 1921.

18.—Ecoles à classe unique du Manitoba: Répartition des élèves par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.			
	Kinder- garten. ³ — Ecole ³ mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary, — Elémen- taires.	Second- ary. — Second- aires.	Total.
51...	230	440	8	—	—	—	—	—	—	—	—	—	—	678	—	678
6....	424	2,195	92	8	—	2	5	—	—	—	—	—	—	2,726	—	2,726
7....	307	2,925	680	169	4	5	4	—	7	—	—	—	—	4,101	—	4,101
8....	127	2,074	1,414	686	108	8	—	—	—	—	—	—	—	4,417	—	4,417
9....	40	980	1,201	1,268	566	80	6	—	—	—	—	—	—	4,141	—	4,141
10....	30	578	821	1,038	1,066	461	78	12	—	—	—	—	—	4,134	—	4,134
11....	12	245	484	772	1,063	840	322	70	17	—	—	—	—	3,825	—	3,825
12....	13	188	287	551	848	864	620	232	137	4	—	—	—	3,740	4	3,744
13....	9	98	157	338	626	719	620	426	383	20	—	—	—	3,376	20	3,396
14....	2	32	78	170	330	435	435	374	487	67	1	—	—	2,343	68	2,411
15....	—	18	26	55	114	185	196	197	385	61	8	1	—	1,176	70	1,246
16....	—	5	15	11	43	39	62	84	178	43	2	—	—	437	45	482
17....	—	—	1	5	9	12	15	20	63	14	3	—	—	125	17	142
18....	—	1	2	—	2	5	4	4	18	7	2	—	—	36	9	45
19....	—	—	—	1	1	1	1	1	2	3	1	—	—	7	4	11
20....	—	1	—	—	3	—	1	—	—	1	—	—	—	6	1	7
21 ² ...	1	1	—	—	2	1	—	1	—	1	—	—	—	5	1	6
Total	1,195	9,781	5,266	5,122	4,785	3,657	2,369	1,421	1,677	221	17	1	—	35,273	239	35,512

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.³Evidently young children just beginning, not real kindergarten pupils—Evidemment jeunes commençants, mais non élèves des écoles maternelles.

19.—Manitoba Consolidated Schools: Distribution of Pupils by Age and Grade, 1921.

19.—Ecoles centralisées du Manitoba: Répartition des élèves par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.			
	Kindergarten. ³ — Ecole ³ maternelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary. — Elémentaires.	Secondary. — Secondaires.	Total.
5 ¹ ...	19	72	1	—	—	—	—	—	—	—	—	—	—	92	—	92
6....	91	900	22	1	—	—	—	—	—	—	—	—	—	1,014	—	1,014
7....	43	1,057	262	57	1	—	—	—	—	—	—	—	—	1,420	—	1,420
8....	13	584	598	306	41	4	—	—	—	—	—	—	—	1,546	—	1,546
9....	1	186	384	572	228	51	2	—	—	—	—	—	—	1,424	—	1,424
10....	—	69	160	393	472	244	38	7	—	—	—	—	—	1,383	—	1,383
11....	—	22	53	171	407	457	221	43	13	—	—	—	—	1,387	2	1,389
12....	—	10	31	81	203	375	404	168	85	21	8	—	—	1,357	29	1,386
13....	1	4	10	28	91	213	307	281	241	101	36	—	—	1,176	137	1,313
14....	—	5	11	14	48	93	166	176	330	245	113	4	—	843	362	1,205
15....	—	3	—	7	14	37	64	88	201	239	164	32	—	414	435	849
16....	—	—	1	2	2	5	21	31	93	148	105	89	—	155	342	497
17....	—	—	—	—	2	1	7	7	36	70	49	114	3	53	236	289
18....	—	—	—	1	—	1	2	—	7	28	16	74	—	11	118	129
19....	—	—	—	—	—	—	1	—	—	5	2	32	4	1	43	44
20....	—	—	—	—	—	—	—	—	1	—	1	16	—	1	17	18
21 ² ...	—	—	—	—	—	—	—	—	1	2	—	10	1	1	13	14
Total	168	2,912	1,533	1,633	1,509	1,481	1,233	801	1,008	860	495	371	8	12,278	1,734	14,012

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.³Evidently young children just beginning, not real kindergarten pupils—Evidemment jeunes commençants, mais non élèves des écoles maternelles.

DOMINION BUREAU OF STATISTICS

20.—Saskatchewan City Schools: Distribution of Pupils by Age and Grade, 1920.

20.—Ecoles des cités de la Saskatchewan: Répartition des élèves par âge et par degré, en 1920.

Age.	Elementary Grades. Degrés élémentaires.									Age.
	I	II	III	IV	V	VI	VII	VIII	Total	
Under 5 years.....	1,066	—	—	—	—	—	—	—	1,066	Moins de 5 ans.
Over 5 under 7.....	2,506	38	3	—	—	—	—	—	2,547	Plus de 5 et moins de 7 ans.
“ 7 “ 9.....	2,774	1,794	1,003	84	2	1	—	—	5,658	“ 7 “ 9 “
“ 9 “ 11.....	280	716	1,256	1,550	480	117	45	2	4,446	“ 9 “ 11 “
“ 11 “ 13.....	30	88	226	801	1,126	971	838	252	4,332	“ 11 “ 13 “
“ 13 “ 15.....	13	19	54	176	557	576	779	835	3,009	“ 13 “ 15 “
“ 15 “ 17.....	—	1	4	22	70	64	121	427	709	“ 15 “ 17 “
“ 17 years.....	1	2	4	2	2	6	15	40	72	“ 17 ans.
Total.....	6,670	2,658	2,550	2,635	2,237	1,735	1,798	1,556	21,839	Total.

21.—Saskatchewan Town Schools: Distribution of Pupils by Age and Grade, 1920.

21.—Ecoles des villes de la Saskatchewan: Répartition des élèves par âge et par degré, en 1920.

Age.	Elementary Grades. Degrés élémentaires.								Secondary Grades. Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary. Elémentaires.	Secondary. Secondaires.	Total.
4 ¹	3	—	—	—	—	—	—	—	—	—	—	—	3	—	3
5-6.....	2,079	173	40	—	—	—	—	—	—	—	—	—	2,292	—	2,292
7-8.....	1,913	1,359	888	277	29	3	—	—	—	—	—	—	4,469	—	4,469
9-10.....	270	512	1,014	1,196	649	220	45	—	9	1	—	—	3,915	1	3,916
11-12.....	53	120	326	657	888	751	399	310	58	—	—	—	3,504	58	3,562
13-14.....	15	24	49	189	310	425	506	642	424	157	57	—	2,160	638	2,798
15-16.....	2	2	10	27	34	96	112	281	339	286	273	20	564	918	1,482
17 ²	1	—	1	3	4	7	9	46	76	90	236	32	71	434	505
Total.....	4,336	2,190	2,328	2,349	1,914	1,502	1,071	1,288	898	533	566	52	16,978	2,049	19,027

¹Includes 4 years and under—Y compris 4 ans ou moins.²Includes 17 years and over—Y compris 17 ans ou plus.

22.—Saskatchewan Village Schools: Distribution of Pupils by Age and Grade, 1920.

22.—Ecoles des Villages de la Saskatchewan: Répartition des élèves par âge et par degré, en 1920.

Age.	Elementary Grades. Degrés élémentaires.								Secondary Grades. Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary. Elémentaires.	Secondary. Secondaires.	Total.
4 ¹	31	—	—	—	—	—	—	—	—	—	—	—	31	—	31
5-6.....	3,892	208	38	16	—	—	—	—	—	—	—	—	3,654	—	3,654
7-8.....	3,636	1,769	1,045	330	37	5	—	—	—	—	—	—	6,822	—	6,822
9-10.....	663	1,061	1,856	1,672	869	238	35	20	—	—	—	—	6,464	—	6,464
11-12.....	134	271	662	1,131	1,305	1,091	501	438	61	6	—	—	5,583	67	5,650
13-14.....	39	49	185	375	551	697	595	1,100	510	169	33	1	3,591	713	4,304
15-16.....	5	10	16	57	97	159	184	545	432	387	175	3	1,073	997	2,070
17 ²	1	1	5	11	16	21	26	88	119	148	141	10	169	418	587
Total.....	7,901	3,369	3,807	3,642	2,875	2,261	1,341	2,191	1,122	710	349	14	27,387	2,195	29,582

¹Includes 4 years and under—Y compris 4 ans ou moins.²Includes 17 years and over—Y compris 17 ans ou plus.

23.—Saskatchewan Rural Schools: Distribution of Pupils by Age and Grade, 1920.

23.—Ecoles rurales de la Saskatchewan: Répartition des élèves par âge et par degré, en 1920.

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémentaires.	Second- ary. — Secondaires.	Total.
4 ¹	257	7	—	—	—	—	—	—	—	—	—	—	264	—	264
5-6.....	9,251	573	84	10	3	—	—	—	—	—	—	—	9,924	—	9,924
7-8.....	14,142	5,617	3,374	875	112	21	10	1	—	—	—	—	24,152	—	24,152
9-10.....	3,981	4,382	6,324	5,284	1,936	517	103	37	—	—	—	—	22,564	—	22,564
11-12.....	1,103	1,532	3,365	5,305	4,531	2,916	1,208	748	39	2	—	—	20,708	41	20,749
13-14.....	330	443	1,138	2,280	2,573	2,731	2,038	2,583	284	40	2	—	14,116	326	14,442
15-16.....	58	59	147	349	543	668	678	1,355	317	80	18	—	3,857	415	4,272
17 ²	16	9	24	48	67	99	108	261	87	38	9	15	632	149	781
Total.....	29,138	12,622	14,456	14,151	9,765	6,955	4,145	4,985	727	160	29	15	96,217	931	97,148

¹Includes 4 years and under—Y compris 4 ans ou moins.²Includes 17 years and over—Y compris 17 ans ou plus.

24.—Saskatchewan Consolidated Schools: Distribution of Pupils by Age and Grade.

24.—Ecoles Centralisées de la Saskatchewan: Répartition des élèves par âge et par degré.

1920

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémentaires.	Second- ary. — Secondaires.	Total.
4 ¹	3	—	—	—	—	—	—	—	—	—	—	—	3	—	3
5-6.....	315	22	12	—	—	—	—	—	—	—	—	—	349	—	349
7-8.....	353	162	133	19	3	1	—	—	—	—	—	—	671	—	671
9-10.....	50	79	199	153	90	28	1	2	—	—	—	—	602	—	602
11-12.....	8	18	69	113	146	128	27	35	5	2	—	—	544	7	551
13-14.....	—	3	7	34	43	60	64	121	61	20	6	—	332	87	419
15-16.....	—	—	—	3	11	15	12	80	74	39	34	—	121	147	268
17 ²	—	1	—	1	2	3	2	13	12	17	23	1	22	53	75
Total.....	729	285	420	323	295	235	106	251	152	78	63	1	2,644	294	2,938

1921

4.....	6	—	—	—	—	—	—	—	—	—	—	—	6	—	6
5.....	97	—	—	—	—	—	—	—	—	—	—	—	97	—	97
6.....	360	21	2	1	—	—	—	—	—	—	—	—	384	—	384
7.....	293	95	44	4	—	—	—	—	—	—	—	—	436	—	436
8.....	138	127	119	63	13	—	—	—	—	—	—	—	460	—	460
9.....	38	83	133	128	47	7	1	—	—	—	—	—	437	—	437
10.....	15	32	61	113	87	39	3	—	—	—	—	—	350	—	350
11.....	3	15	36	87	142	71	11	13	—	—	—	—	378	—	378
12.....	4	5	14	46	89	93	42	43	14	1	—	—	336	15	351
13.....	4	2	8	23	41	75	71	64	34	9	1	—	288	44	332
14.....	2	—	5	18	24	36	36	89	61	16	8	—	210	85	295
15.....	1	1	2	7	6	12	23	60	64	35	17	—	112	116	228
16.....	—	—	—	1	5	12	10	26	36	30	22	—	54	88	142
17.....	—	—	1	—	3	3	5	14	20	25	22	—	26	67	93
18.....	—	—	—	—	—	—	2	3	11	15	13	—	5	39	44
19.....	—	—	—	—	—	—	—	3	6	1	12	—	3	19	22
20.....	—	—	—	—	—	—	—	1	1	1	1	—	1	3	4
21.....	—	—	—	—	1	—	—	1	—	—	1	—	2	1	3
Total.....	961	381	425	491	458	348	204	317	247	133	97	—	3,585	477	4,062

¹Includes 4 years and under—Y compris 4 ans ou moins.²Includes 17 years and over—Y compris 17 ans ou plus.

5.—AGE-GRADE DISTRIBUTION OF PUPILS BY SEX

5.—Répartition des Élèves par Sexe.

25.—Manitoba Schools: Distribution of Boys by Age and Grade, 1921.

25.—Ecoles du Manitoba: Répartition des garçons par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.									Secondary Grades. — Degrés secondaires.				Total.		
	Kinder- garten. — Ecole mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary. — Elémen- taires.	Second- ary. — Secon- daires.	Total.
5 ¹ ...	203	474	5	—	—	—	—	—	—	—	—	—	—	682	—	682
6...	501	2,970	94	7	—	2	5	—	—	—	—	—	—	3,579	—	3,579
7...	352	3,668	892	147	2	3	2	—	2	—	—	—	—	5,068	7	5,068
8...	135	2,360	1,892	762	122	5	—	—	—	—	—	—	—	5,276	—	5,276
9...	32	1,089	1,651	1,574	610	85	8	—	—	—	—	—	—	5,049	—	5,049
10...	22	545	988	1,447	1,348	504	93	12	—	—	—	—	—	4,959	—	4,959
11...	6	214	508	885	1,357	1,119	431	75	27	2	—	—	—	4,622	2	4,624
12...	10	162	284	604	960	1,145	911	325	186	41	1	—	—	4,587	42	4,629
13...	5	83	144	381	671	894	931	584	450	220	21	3	—	4,143	244	4,387
14...	2	34	84	184	359	506	578	520	657	549	137	16	—	2,924	702	3,626
15...	—	14	27	63	108	207	266	268	472	550	315	80	—	1,425	945	2,370
16...	—	4	8	16	33	40	73	110	196	305	285	171	2	480	763	1,243
17...	—	4	1	6	3	10	18	24	74	102	177	190	4	140	473	613
18...	—	1	2	1	3	4	5	4	15	27	69	90	1	35	187	222
19...	—	—	—	—	1	2	2	—	3	9	17	30	5	8	61	69
20...	—	—	—	—	2	2	1	—	2	—	3	12	3	7	18	25
21 ² ...	1	1	—	—	1	2	1	1	3	4	4	21	4	10	33	43
Total	1,269	11,623	6,580	6,077	5,580	4,530	3,325	1,923	2,087	1,809	1,029	613	19	42,994	3,470	46,464

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.

26.—Manitoba Schools: Distribution of Girls by Age and Grade, 1921.

26.—Ecoles du Manitoba: Répartition des filles par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.									Secondary Grades. — Degrés secondaires.				Total.		
	Kinder- garten. — Ecole mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary. — Elémen- taires.	Second- ary. — Secon- daires.	Total.
5 ¹ ...	148	423	7	1	—	—	—	—	—	—	—	—	—	579	—	579
6...	478	2,892	92	5	1	—	—	—	—	—	—	—	—	3,468	—	3,468
7...	287	3,485	881	184	4	2	2	—	5	—	—	—	—	4,850	—	4,850
8...	109	2,099	1,844	907	115	9	—	—	—	—	—	—	—	5,113	—	5,113
9...	36	842	1,386	1,695	761	117	11	—	—	—	—	—	—	4,848	—	4,848
10...	24	446	777	1,312	1,466	680	126	11	1	—	—	—	—	4,843	—	4,843
11...	10	193	367	787	1,290	1,156	549	122	31	2	—	—	—	4,505	2	4,507
12...	5	124	217	435	854	1,117	1,010	359	231	37	2	2	—	4,352	41	4,393
13...	6	66	104	231	514	706	868	635	653	269	26	11	—	3,783	306	4,089
14...	1	20	50	99	229	369	491	513	839	685	167	18	—	2,611	870	3,481
15...	—	12	17	28	68	105	159	232	534	784	415	121	1	1,155	1,321	2,476
16...	—	2	12	3	17	27	55	70	243	451	492	267	15	429	1,225	1,654
17...	—	—	1	4	7	9	13	16	71	152	275	307	26	121	760	881
18...	—	—	—	—	2	3	3	3	22	43	89	183	16	33	331	364
19...	—	—	—	1	—	1	1	1	7	8	15	65	14	11	102	113
20...	—	1	—	—	1	1	—	1	1	2	6	20	1	5	29	34
21 ² ...	—	—	—	1	1	—	—	—	—	2	2	16	6	2	26	28
Total	1,104	10,605	5,755	5,686	5,330	4,302	3,288	1,963	2,638	2,435	1,489	1,010	79	40,708	5,013	45,721

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.

27.—Winnipeg, Manitoba, Schools: Distribution of Boys by Age and Grade, 1921.

27.—Ecoles de Winnipeg, Manitoba: Répartition des garçons par âge et par degré, en 1921.

Age.	Elementary Grades. Degrés élémentaires.								Secondary Grades. Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary. — Elémentaires.	Secondary. — Secondaires.	Total.
5 ¹	3	—	—	—	—	—	—	—	—	—	—	—	3	—	3
6.....	633	51	2	—	—	—	—	—	—	—	—	—	686	—	686
7.....	1,059	833	73	1	—	—	—	—	—	—	—	—	1,966	—	1,966
8.....	274	823	651	101	—	—	—	—	—	—	—	—	1,849	—	1,849
9.....	67	355	756	514	94	7	—	—	—	—	—	—	1,793	—	1,793
10.....	31	128	311	542	479	89	3	1	—	—	—	—	1,584	—	1,584
11.....	10	36	109	282	544	430	114	17	1	—	—	—	1,542	1	1,543
12.....	3	16	46	142	296	471	365	167	21	—	—	—	1,506	21	1,527
13.....	7	6	20	57	190	315	409	445	112	11	—	—	1,449	123	1,572
14.....	1	3	9	18	70	150	227	626	226	76	4	—	1,104	306	1,410
15.....	2	—	1	8	20	54	94	373	213	152	39	—	552	404	956
16.....	—	—	—	—	3	10	18	121	104	124	82	1	152	311	463
17.....	—	—	—	—	1	1	1	24	22	75	88	—	27	185	212
18.....	—	—	—	—	—	1	2	1	3	13	38	1	4	55	59
19 ²	—	—	—	—	—	—	—	—	1	2	13	4	—	20	20
Total.....	2,090	2,251	1,978	1,665	1,697	1,528	1,233	1,775	703	453	264	6	14,217	1,426	15,643

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 19 years and over.—Y compris 19 ans ou plus.

28.—Winnipeg, Manitoba Schools: Distribution of Girls by Age and Grade, 1921.

28.—Ecoles de Winnipeg, Manitoba: Répartition des filles, par âge et par degré, en 1921.

Age.	Elementary Grades. Degrés élémentaires.								Secondary Grades. Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary. — Elémentaires.	Secondary. — Secondaires.	Total.
5 ¹	5	—	—	—	—	—	—	—	—	—	—	—	5	—	5
6.....	539	66	—	—	—	—	—	—	—	—	—	—	605	—	605
7.....	930	855	99	—	—	—	—	—	—	—	—	—	1,884	—	1,884
8.....	226	782	736	94	1	—	—	—	—	—	—	—	1,819	—	1,819
9.....	53	299	755	545	81	5	—	—	—	—	—	—	1,738	—	1,738
10.....	27	89	289	651	513	97	3	—	—	—	—	—	1,669	—	1,669
11.....	5	30	96	288	549	466	105	17	1	—	—	—	1,556	1	1,557
12.....	—	13	47	124	336	480	404	149	12	—	—	—	1,553	12	1,565
13.....	6	8	18	52	140	299	378	467	101	13	—	—	1,368	114	1,482
14.....	1	2	11	16	56	138	220	603	268	75	3	—	1,047	346	1,393
15.....	—	2	—	5	10	46	84	394	298	139	44	1	541	432	1,023
16.....	—	—	—	2	1	4	13	137	111	158	75	9	157	353	510
17.....	—	—	1	—	1	1	4	27	30	72	88	16	34	206	240
18.....	—	—	—	—	—	—	—	5	3	13	35	10	5	61	66
19 ²	—	—	—	—	—	—	—	—	—	—	8	8	—	16	16
Total.....	1,792	2,126	2,052	1,777	1,688	1,536	1,211	1,799	824	470	253	44	13,981	1,591	15,572

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 19 years and over.—Y compris 19 ans ou plus.

29.—Manitoba City Schools other than Winnipeg: Distribution of Boys by Age and Grade, 1921.**29.—Ecoles des cités du Manitoba, à l'exclusion des écoles de Winnipeg: Répartition des garçons par âge et par degré, en 1921.**

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.			
	Kinder- garten. — Ecole mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary.	Second- ary.	Total.
														Elémén- taires.	Secon- daires.	
5¹...	29	4	1	—	—	—	—	—	—	—	—	—	—	34	—	34
6...	82	263	5	—	—	—	—	—	—	—	—	—	—	350	—	350
7...	27	290	84	2	—	—	—	—	—	—	—	—	—	403	—	403
8...	14	133	190	58	7	1	—	—	—	—	—	—	—	403	—	403
9...	4	54	180	133	60	4	—	—	—	—	—	—	—	435	—	435
10...	3	10	88	133	117	53	5	—	—	—	—	—	—	409	—	409
11...	—	6	32	55	105	122	31	6	—	—	—	—	—	357	—	357
12...	—	1	11	21	51	111	95	28	10	1	—	—	—	328	1	329
13...	—	1	5	14	23	74	101	67	40	11	1	—	—	325	12	337
14...	—	2	1	5	17	32	39	89	68	51	7	—	—	253	58	311
15...	—	—	3	1	2	6	19	40	41	63	24	10	—	112	97	209
16...	—	—	—	4	—	1	3	8	17	49	39	18	—	33	106	139
17...	—	1	—	—	—	—	1	1	3	19	21	13	4	6	57	63
18...	—	—	—	—	—	—	1	1	—	5	21	13	—	2	39	41
19...	—	—	—	—	—	—	—	—	1	1	3	4	2	1	10	11
20...	—	—	—	—	—	—	—	—	1	—	—	—	2	1	2	3
21²...	—	—	—	—	—	—	1	1	1	—	2	—	2	3	4	7
Total	159	765	600	426	382	404	296	241	182	200	118	58	10	3,455	386	3,841

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.**30.—Manitoba City Schools, exclusive of Winnipeg: Distribution of Girls by Age and Grade, 1921.****30.—Ecoles des cités du Manitoba, à l'exclusion de Winnipeg: Répartition des filles par âge et par degré, en 1921.**

Age.	Elementary Grades. — Degrés élémentaires.									Secondary Grades. — Degrés secondaires.				Total.		
	Kinder- garten. — Ecole mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary.	Second- ary.	Total.
														Elémen- taires.	Secon- daires.	
5 ¹ ...	2	5	—	—	—	—	—	—	—	—	—	—	—	7	—	7
6...	47	359	2	—	—	—	—	—	—	—	—	—	—	408	—	408
7...	12	321	62	6	—	—	—	—	—	—	—	—	—	401	—	401
8...	3	182	208	55	4	—	—	—	—	—	—	—	—	452	—	452
9...	2	36	124	124	50	2	—	—	—	—	—	—	—	338	—	338
10...	—	11	54	115	119	49	7	—	—	—	—	—	—	355	—	355
11...	—	4	18	74	96	117	48	5	—	—	—	—	—	362	—	362
12...	—	1	11	27	56	146	106	31	4	1	—	—	—	382	1	383
13...	—	1	4	10	30	52	101	97	49	4	—	—	—	344	4	348
14...	—	—	1	—	11	14	46	91	91	55	10	2	—	254	67	321
15...	—	—	—	—	—	5	13	37	48	66	41	15	—	103	122	225
16...	—	—	—	—	—	—	6	6	26	64	63	24	6	38	157	195
17...	—	—	—	—	—	1	1	—	3	22	32	20	8	5	82	87
18...	—	—	—	—	—	—	—	—	8	5	12	16	6	8	39	47
19...	—	—	—	—	—	—	—	—	4	2	2	9	8	4	21	25
20...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2
21 ² ...	—	—	—	—	—	—	—	—	—	—	—	3	2	—	5	5
Total	66	920	484	411	366	386	328	267	233	219	160	91	30	3,461	500	3,961

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.

31.—Manitoba Schools with 3 rooms or more, exclusive of City Schools: Distribution of Boys by Age and Grade, 1921.**31.—Ecoles du Manitoba avec 3 salles de classe ou plus, à l'exclusion des écoles des Cités: Répartition des garçons par âge et par degré, en 1921.**

	Elementary Grades. — Degrés élémentaires.									Secondary Grades. — Degrés secondaires.				Total.		
Age.	Kinder- garten. — Ecole mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémen- taires.	Secon- dary. — Secon- daires.	Total.
5 ¹ ...	27	167	1	—	—	—	—	—	—	—	—	—	—	195	—	195
6....	158	1,180	27	1	—	—	—	—	—	—	—	—	—	1,366	—	1,366
7....	104	1,328	371	50	—	—	—	—	—	—	—	—	—	1,853	—	1,853
8....	20	708	755	302	43	1	—	—	—	—	—	—	—	1,829	—	1,829
9....	3	312	587	620	226	37	4	—	—	—	—	—	—	1,789	—	1,789
10....	5	102	277	540	572	200	46	3	—	—	—	—	—	1,745	—	1,745
11....	—	37	105	278	510	476	215	32	13	1	—	—	—	1,666	1	1,667
12....	—	17	47	136	315	450	398	152	93	14	1	—	—	1,608	15	1,623
13....	1	9	20	77	158	289	365	262	190	77	8	3	—	1,371	88	1,459
14....	—	6	14	41	76	153	211	172	296	216	47	12	—	969	275	1,244
15....	—	2	1	14	15	48	82	87	195	210	121	30	—	444	361	805
16....	—	—	1	—	3	12	20	36	80	127	107	65	1	152	300	452
17....	—	1	—	1	—	1	5	7	31	49	70	81	—	46	200	246
18....	—	—	—	—	2	1	1	1	7	19	29	38	—	12	86	98
19....	—	—	—	—	—	1	—	—	1	5	13	18	2	2	38	40
20....	—	—	—	—	—	2	—	—	—	—	2	9	—	2	11	13
21 ² ...	—	—	—	—	—	1	—	—	2	3	1	16	—	3	20	23
Total	318	3,869	2,206	2,060	1,920	1,672	1,347	752	908	721	399	272	3	15,052	1,395	16,447

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.**32.—Manitoba Schools with 3 rooms or more, exclusive of City Schools: Distribution of Girls by Age and Grade, 1921****32.—Ecoles du Manitoba avec 3 salles de classe ou plus, à l'exclusion des écoles des cités: Répartition des filles par âge et par degré, en 1921.**

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.			
	Kinder- garten. — Ecole mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elémén- tary. — Elémén- taires.	Secon- dary. — Secon- daires.	Total.
5 ¹ ...	31	134	2	—	—	—	—	—	—	—	—	—	—	167	—	167
6....	176	1,213	36	1	—	—	—	—	—	—	—	—	—	1,426	—	1,426
7....	93	1,349	392	69	1	—	—	—	—	—	—	—	—	1,904	—	1,904
8....	26	659	787	381	39	4	—	—	—	—	—	—	—	1,896	—	1,896
9....	7	188	512	764	292	49	4	—	—	—	—	—	—	1,816	—	1,816
10....	2	88	217	492	626	270	50	5	1	—	—	—	—	1,751	—	1,751
11....	1	33	71	234	522	507	260	58	15	1	—	—	—	1,701	1	1,702
12....	—	10	34	112	286	421	453	163	111	18	2	2	—	1,590	22	1,612
13....	1	5	13	41	122	249	375	271	321	129	13	11	—	1,398	153	1,551
14....	—	3	6	15	49	106	182	197	391	289	67	13	—	949	369	1,318
15....	—	2	1	2	14	29	40	75	228	350	198	55	—	391	603	994
16....	—	—	—	—	—	5	22	23	93	208	231	158	—	143	597	740
17....	—	—	—	—	1	2	4	4	23	82	150	188	2	34	422	456
18....	—	—	—	—	—	1	—	1	2	26	53	121	—	4	200	204
19....	—	—	—	—	—	—	1	—	2	4	11	48	—	3	65	68
20....	—	—	—	—	—	1	—	—	—	1	3	17	—	1	21	22
21 ² ...	—	—	—	1	—	—	—	—	—	—	2	9	1	1	12	13
Total	337	3,684	2,071	2,112	1,952	1,644	1,391	797	1,187	1,108	730	622	5	15,175	2,465	17,640

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.

33.—Manitoba Schools with less than 3 rooms: Distribution of Boys by Age and Grade, 1921.

33.—Ecoles du Manitoba avec moins de 3 salles de classe: Répartition des garçons par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.									Secondary Grades. — Degrés secondaires.				Total.		
	Kinder- garten. ³ — Ecole ³ mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémentaires.	Secon- dary. — Secondaires.	Total.
5 ¹ ...	144	295	3	—	—	—	—	—	—	—	—	—	—	442	—	442
6...	255	1,450	61	6	—	2	5	—	—	—	—	—	—	1,779	—	1,779
7...	218	1,970	428	88	2	3	2	—	24	—	—	—	—	2,713	—	2,713
8...	98	1,462	912	387	69	3	—	—	—	—	—	—	—	2,931	—	2,931
9...	24	694	853	801	314	40	4	—	—	—	—	—	—	2,730	—	2,730
10...	14	412	594	740	625	245	39	9	—	—	—	—	—	2,678	—	2,678
11...	5	165	359	527	717	504	181	36	13	—	—	—	—	2,507	—	2,507
12...	10	139	219	430	559	563	400	139	80	5	—	—	—	2,539	5	2,544
13...	4	70	113	276	469	511	447	246	210	18	1	—	—	2,346	19	2,365
14...	2	25	67	130	259	317	317	251	282	51	7	—	—	1,650	58	1,708
15...	—	11	22	45	85	146	157	140	230	59	18	1	—	836	78	914
16...	—	3	7	11	30	27	49	64	96	23	15	6	—	287	44	331
17...	—	2	1	3	3	9	11	16	39	12	11	7	—	84	30	114
18...	—	1	2	1	1	3	3	2	8	—	5	1	—	21	6	27
19...	—	—	—	1	1	1	2	—	1	3	—	3	—	5	6	11
20...	—	—	—	—	2	—	—	—	1	—	1	—	—	4	1	5
21 ² ...	1	1	—	—	1	1	—	—	—	—	—	—	—	4	—	4
Total	775	6,700	3,641	3,445	3,137	2,375	1,618	903	962	171	58	18	—	23,556	247	23,803

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ou plus.³See table 17.—Voir table 17.⁴Sic!

34.—Manitoba Schools with less than three rooms: Distribution of Girls by Age and Grade, 1921.

34.—Ecoles du Manitoba avec moins de 3 salles de Classe: Répartition des filles par âge et par degré en 1921.

Age.	Elementary Grades. — Degrés élémentaires.										Secondary Grades. — Degrés secondaires.				Total.		
	Kinder- garten ³ . — Ecole ³ mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémen- taires.	Secon- dary. — Secon- daires.	Total.	
5 ¹ ...	109	268	5	1	—	—	—	—	—	—	—	—	—	383	—	383	
6....	249	1,251	54	3	1	—	—	—	—	—	—	—	—	1,558	—	1,558	
7....	175	1,725	415	104	2	2	2	—	5 ⁴	—	—	—	—	2,430	—	2,430	
8....	75	1,196	824	452	68	5	—	—	—	—	—	—	—	2,620	—	2,620	
9....	27	584	713	769	403	62	7	—	—	—	—	—	—	2,565	—	2,565	
10....	22	332	482	667	704	349	65	6	—	—	—	—	—	2,627	—	2,627	
11....	8	150	264	461	652	514	224	58	16	—	—	—	—	2,347	—	2,347	
12....	5	108	165	283	497	529	440	164	112	5	—	—	—	2,303	5	2,308	
13....	5	57	86	170	356	384	381	265	274	33	—	—	—	1,978	33	2,011	
14....	1	17	41	82	166	241	253	223	346	69	14	—	—	1,370	83	1,453	
15....	—	10	16	22	54	70	105	116	241	64	35	6	—	634	105	739	
16....	—	2	12	3	16	21	27	41	117	65	39	10	—	239	114	353	
17....	—	—	1	4	6	5	8	12	41	18	20	11	—	77	49	126	
18....	—	—	—	—	2	2	3	2	12	9	11	11	—	21	31	52	
19....	—	—	—	1	—	1	—	1	1	2	2	5	—	4	9	13	
20....	—	1	—	—	1	—	—	1	1	1	3	—	—	4	4	8	
21 ² ...	—	—	—	—	1	—	—	—	—	2	—	—	—	1	2	3	
Total	676	5,701	3,078	3,022	2,929	2,185	1,515	889	1,166	268	124	43	—	21,161	435	21,596	

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.³See table 17.—Voir table 17.⁴Sic!

35.—Manitoba Ungraded Schools: Distribution of Boys by Age and Grade, 1921.

35.—Ecoles à classe unique du Manitoba: Répartition des garçons par âge et par degrés, en 1921.

Age.	Elementary Grades. Degrés élémentaires.									Secondary Grades. Degrés secondaires.				Total.		
	Kinder- garten ¹ . — Ecole ² mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary.	Secon- dary.	Total.
														Elémen- taires.	Secon- daires.	
5 ¹ ...	132	225	3	—	—	—	—	—	—	—	—	—	—	360	—	360
6...	218	1,172	51	6	—	2	5	—	—	—	—	—	—	1,454	—	1,454
7...	174	1,567	348	76	2	3	2	—	2 ⁴	—	—	—	—	2,174	—	2,174
8...	72	1,141	746	327	52	3	—	—	—	—	—	—	—	2,341	—	2,341
9...	15	534	651	642	241	35	3	—	—	—	—	—	—	2,121	—	2,121
10...	12	318	452	412	511	194	31	8	—	—	—	—	—	2,098	—	2,098
11...	5	134	274	412	554	425	142	23	7	—	—	—	—	1,976	—	1,976
12...	8	109	167	338	447	441	303	99	59	2	—	—	—	1,971	2	1,973
13...	4	52	87	206	366	401	341	209	178	9	—	—	—	1,844	9	1,853
14...	2	20	46	101	194	257	226	190	220	30	—	—	—	1,265	30	1,295
15...	—	8	16	36	70	123	117	111	188	29	3	—	—	673	32	705
16...	—	3	4	8	27	27	40	54	82	9	—	—	—	241	9	250
17...	—	—	1	2	3	7	9	11	31	7	—	—	—	64	7	71
18...	—	—	—	—	3	3	2	2	3	—	1	—	—	17	1	18
19...	—	1	2	—	—	1	—	—	—	—	—	—	—	3	1	4
20...	—	—	—	—	2	—	1	—	1	—	—	—	—	3	—	3
21 ² ...	1	1	—	—	1	1	—	—	—	—	—	—	—	4	—	4
Total	643	5,285	2,848	2,726	2,471	1,922	1,223	716	775	87	4	—	—	18,609	91	18,700

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.³ See table 17.—Voir table 17.⁴ Sic!

36.—Manitoba Ungraded Schools: Distribution of Girls by Age and Grade, 1921.

36.—Ecoles à Classe unique du Manitoba: Répartition des filles par âge et par degrés, en 1921.

Age.	Elementary Grades. Degrés élémentaires.									Secondary Grades. Degrés secondaires.				Total.		
	Kinder- garten ¹ . — Ecole ² mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary.	Secon- dary.	Total.
														Elémen- taires.	Secon- daires.	
5 ¹ ...	98	215	5	—	—	—	—	—	—	—	—	—	—	318	—	318
6...	206	1,023	41	2	—	—	—	—	—	—	—	—	—	1,272	—	1,272
7...	133	1,358	332	93	2	2	—	5 ⁴	—	—	—	—	—	1,927	—	1,927
8...	55	933	668	359	56	5	—	—	—	—	—	—	—	2,076	—	2,076
9...	25	446	550	626	325	45	3	—	—	—	—	—	—	2,020	—	2,020
10...	18	260	369	516	555	267	47	4	—	—	—	—	—	2,036	—	2,036
11...	7	111	210	360	509	415	180	47	10	—	—	—	—	1,849	—	1,849
12...	5	79	120	213	401	423	317	133	78	2	—	—	—	1,769	2	1,771
13...	5	46	70	132	260	318	279	217	205	11	—	—	—	1,532	11	1,543
14...	—	12	32	69	136	178	209	175	267	37	1	—	—	1,078	38	1,116
15...	—	10	10	19	44	58	79	86	197	32	5	1	—	503	38	541
16...	—	2	11	3	16	16	22	30	96	34	2	—	—	196	36	232
17...	—	—	—	3	6	5	6	9	32	7	3	—	—	61	10	71
18...	—	—	—	—	2	2	2	2	11	7	1	—	—	19	8	27
19...	—	—	—	1	—	1	—	1	1	2	1	—	—	4	3	7
20...	—	1	—	—	1	—	—	1	—	1	—	—	—	3	1	4
21...	—	—	—	—	1	—	—	—	—	1	—	—	—	1	1	2
Total	552	4,496	2,418	2,396	2,314	1,735	1,146	705	902	134	13	1	—	16,664	148	16,812

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.³ See table 17.—Voir table 17.⁴ Sic!

37.—Manitoba Consolidated Schools: Distribution of Boys by Age and Grade, 1921.

37.—Ecoles centralisées du Manitoba: Répartition des garçons par âge et par degré, en 1921.

Age.	Elementary Grades. Degrés élémentaires.									Secondary Grades. Degrés secondaires.				Total.		
	Kinder garten. ³ — Ecole ³ mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary. — Elémen- taires.	Second- ary. — Second- aires.	Total.
5 ¹ ...	9	39	—	—	—	—	—	—	—	—	—	—	—	48	—	48
6...	38	444	9	1	—	—	—	—	—	—	—	—	—	492	—	492
7...	19	533	128	21	—	—	—	—	—	—	—	—	—	701	—	701
8...	5	316	305	135	25	1	—	—	—	—	—	—	—	787	—	787
9...	—	128	199	255	95	21	—	—	—	—	—	—	—	698	—	698
10...	—	38	93	225	226	89	20	2	—	—	—	—	—	693	—	693
11...	—	15	35	104	211	211	106	16	9	—	—	—	—	707	—	707
12...	—	9	20	41	109	187	179	76	37	8	6	—	—	658	14	672
13...	1	2	6	18	50	123	159	140	89	40	13	—	—	588	53	641
14...	—	3	8	10	32	61	104	83	134	106	44	2	—	435	152	587
15...	—	2	—	6	9	26	47	51	103	91	48	11	—	244	150	394
16...	—	—	—	2	2	4	9	17	52	59	34	24	—	86	117	203
17...	—	—	—	—	2	—	—	6	19	28	12	40	—	32	80	112
18...	—	—	—	1	—	1	1	—	5	10	11	15	—	8	36	44
19...	—	—	—	—	—	—	1	—	—	3	1	8	2	1	14	15
20...	—	—	—	—	—	—	—	—	—	—	—	8	—	—	8	8
21 ² ...	—	—	—	—	—	—	—	—	1	1	—	7	—	1	8	9
Total	72	1,529	803	819	761	725	630	391	449	346	169	115	2	6,179	632	6,811

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.³ See table 17.—Voir table 17.

38.—Manitoba Consolidated Schools: Distribution of Girls by Age and Grade, 1921.

38.—Ecoles centralisées du Manitoba: Répartition des filles par âge et par degrés, en 1921.

Age.	Elementary Grades. Degrés élémentaires.									Secondary Grades. Degrés secondaires.				Total.		
	Kinder garten. ³ — Ecole ³ mater- nelle.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elémén- tary. — Elémen- taires.	Second- ary. — Secon- daires.	Total.
5 ¹ ...	10	33	1	—	—	—	—	—	—	—	—	—	—	44	—	44
6...	53	456	13	—	—	—	—	—	—	—	—	—	—	522	—	522
7...	24	524	134	36	1	—	—	—	—	—	—	—	—	719	—	719
8...	8	268	293	171	16	3	—	—	—	—	—	—	—	759	—	759
9...	1	58	185	317	133	30	2	—	—	—	—	—	—	726	—	726
10...	—	31	67	168	246	155	18	5	—	—	—	—	—	690	—	690
11...	—	7	18	67	196	246	115	27	4	1	1	—	—	680	2	682
12...	—	1	11	40	94	188	225	92	48	13	2	—	—	699	15	714
13...	—	2	4	10	41	90	148	141	152	61	23	—	—	588	84	672
14...	—	2	3	4	16	32	62	93	196	139	69	2	—	408	210	618
15...	—	1	—	1	5	11	17	37	98	148	116	21	—	170	285	455
16...	—	—	1	—	—	1	12	14	41	89	71	65	—	69	225	294
17...	—	—	—	—	—	1	3	1	17	42	37	74	3	21	156	177
18...	—	—	—	—	—	—	1	—	2	18	5	59	—	3	82	85
19...	—	—	—	—	—	—	—	—	—	2	1	24	2	—	29	29
20...	—	—	—	—	—	—	—	—	1	—	1	8	—	1	9	10
21 ² ...	—	—	—	—	—	—	—	—	—	1	—	3	1	—	5	5
Total	96	1,383	730	814	748	756	603	410	559	514	326	256	6	6,099	1,102	7,201

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.³ See table 17.—Voir table 17.

39.—Alberta Schools: Distribution of Boys by Age and Grade, 1921.

39.—Ecoles de l'Alberta: Répartition des garçons par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary. — Elémentaires.	Secondary. — Secondaires.	Total.
5 ¹	680	6	—	—	—	—	—	—	—	—	—	—	686	—	686
6.....	4,406	130	14	1	—	—	—	—	—	—	—	—	4,551	—	4,551
7.....	5,419	1,248	264	14	1	—	—	—	—	—	—	—	6,946	—	6,946
8.....	3,042	2,534	1,304	217	20	1	—	—	—	—	—	—	7,118	—	7,118
9.....	1,483	2,182	2,365	980	188	24	1	1	—	—	—	—	7,224	—	7,224
10.....	635	1,260	1,988	2,022	805	228	37	6	—	—	—	—	6,981	—	6,981
11.....	361	545	1,084	1,714	1,523	788	224	54	2	—	—	—	6,293	2	6,295
12.....	209	303	621	1,093	1,502	1,474	673	251	17	3	—	—	6,126	20	6,146
13.....	121	145	370	698	1,070	1,343	1,211	630	117	15	1	—	5,588	133	5,721
14.....	63	98	179	370	640	993	1,121	1,073	353	95	8	—	4,537	456	4,993
15.....	24	44	83	114	248	451	617	944	460	190	57	12	2,525	719	3,244
16.....	6	9	28	26	73	152	188	399	320	248	114	23	881	705	1,586
17.....	3	4	4	12	32	55	55	122	151	189	147	36	287	523	810
18.....	2	—	6	4	7	17	22	26	38	87	113	44	84	282	366
19.....	4	—	2	2	2	3	13	10	20	42	77	50	36	189	225
20.....	—	—	—	—	—	—	1	2	5	9	16	3	3	33	36
21 ²	—	—	—	1	—	—	—	2	8	7	8	3	3	26	29
Total.....	16,458	8,508	8,312	7,268	6,111	5,529	4,163	3,520	1,491	885	541	171	59,869	3,088	62,957

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.

40.—Alberta Schools: Distribution of Girls by Age and Grade, 1921.

40.—Ecoles de l'Alberta: Répartition des filles par âge et par degré, en 1921.

Age.	Elementary Grades. — Degrés élémentaires.								Secondary Grades. — Degrés secondaires.				Total.		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary. — Elémen- taires.	Second- ary. — Secon- daires.	Total.
5 ¹	614	3	—	—	—	—	—	—	—	—	—	—	617	—	617
6.....	4,142	127	9	1	—	—	—	—	—	—	—	—	4,279	—	4,279
7.....	4,998	1,343	265	22	1	—	—	—	—	—	—	—	6,629	—	6,629
8.....	2,769	2,528	1,447	236	21	1	—	—	—	—	—	—	7,002	—	7,002
9.....	1,155	1,807	2,383	1,160	256	52	3	—	—	—	—	—	6,816	—	6,816
10.....	634	941	1,759	2,046	988	262	32	4	—	—	—	—	6,666	—	6,666
11.....	289	429	893	1,524	1,673	941	239	38	1	—	—	—	6,026	1	6,027
12.....	172	235	505	1,021	1,425	1,455	820	278	29	2	—	—	5,911	31	5,942
13.....	128	137	273	511	858	1,380	1,288	812	133	7	—	—	5,387	140	5,527
14.....	56	69	162	257	484	819	1,055	1,238	420	125	12	1	4,140	558	4,698
15.....	14	38	46	79	163	359	571	1,071	671	281	68	10	2,341	1,030	3,371
16.....	4	5	7	18	27	88	188	475	478	415	190	32	812	1,115	1,927
17.....	1	1	3	5	17	28	41	142	205	305	221	54	238	755	1,023
18.....	1	—	2	1	6	8	7	33	57	133	178	43	58	411	469
19.....	1	—	—	3	1	—	8	12	30	60	129	65	25	284	309
20.....	—	—	—	—	—	—	1	1	2	15	24	2	2	43	45
21 ²	—	—	—	—	—	—	—	1	5	8	8	2	1	23	24
Total.....	14,978	7,663	7,754	6,884	5,920	5,393	4,253	4,105	2,031	1,351	830	209	56,950	4,421	61,371

¹ Includes 5 years and under.—Y compris 5 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.

6.—SECONDARY
6.—ENSEIGNEMENT

41.—Secondary Education in Canada: Statistics of the different types of Schools doing work of High School Grade in each province 1921 or latest year reported.

No.	Institutions.	Number of Institutions.		Number of Instructors.			Number of Pupils.		
		Institutions.		Instituteurs et Institutrices.			Elèves inscrits.		
		Institutions.	Classes.	Male. Hommes.	Female. Femmes.	Total.	Boys. Garçons.	Girls. Filles.	Total.
1	Prince of Wales College, P.E.I.....	1	12	7	5	12	78	163	241
2	First Class Schools, P.E.I.....	29	125	17	108	125	2,334	2,159	4,493
3	County Academy, N.S.....	18	69	58	31	69	1,090	1,283	2,373
4	Other High Schools.....	53	—	—	—	59	—	—	2,597
5	Other Schools doing High School work.....	—	1,586	—	—	—	—	—	—
6	Grammar Schools, N.B. (2nd term).....	14	44	—	—	47	—	—	1,409
7	Superior Schools, N.B. (2nd term).....	47	47	27	21	48	—	—	—
8	Other Schools doing High School work, N.B.....	—	—	—	—	—	—	—	—
9	Classical Colleges, Que.....	21	—	797	—	797	9,033	—	9,033
10	Roman Catholic Independent Schools giving classical education, Que.....	7	—	55	—	55	—	—	469
11	Protestant Academies and High Schools, Que..	41	—	114	328	442	5,893	6,067	11,960
12	Protestant Model Schools Que.....	57	—	15	152	167	2,193	2,350	4,543
13	Collegiate Institutes, Ont.....	47	—	613	689	702	9,119	10,302	19,421
14	High Schools, Ont.....	124	—	—	—	600	6,102	8,605	14,707
15	Continuation Schools, Ont.....	144	—	72	214	286	2,304	3,519	5,823
16	Other Schools doing H. S. work, Ont.....	—	—	—	—	—	—	—	—
17	Collegiate Institutes, Man.....	11	—	—	—	—	—	—	3,867
18	Collegiate Departments, Man.....	5	—	—	—	—	—	—	380
19	High Schools, Man.....	31	—	—	—	—	—	—	1,412
20	Junior High Schools, Man.....	2	—	—	—	—	—	—	183
21	Intermediate Schools, Man.....	86	—	—	—	330	—	—	12,114
22	Other Schools doing H. S. work, Man.....	—	—	—	—	—	—	—	—
23	Collegiate Institutes, Sask.....	10	—	—	—	143	2,059	2,763	4,822
24	High Schools, Sask.....	14	—	—	—	55	435	660	1,095
25	Other Village, Town and City Schools doing H. S. work, Sask.....	—	—	—	—	—	—	—	—
26	Rural Schools doing H. S. work, Sask.....	—	—	—	—	—	—	—	—
27	Graded Schools doing H. S. work, Alta.....	—	—	—	—	—	—	—	—
28	Ungraded Schools doing H. S. work, Alta.....	—	—	—	—	—	—	—	—
29	High Schools, B.C.....	52	246	—	—	251	3,093	4,166	7,259
30	Rural Municipality Schools doing H. S. work, B.C.....	—	1	—	1	1	16	10	26
31	Rural and Assisted Schools doing H. S. work, B.C.....	22	22	15	7	22	191	227	418
32	City Schools doing H. S. work, B.C.....	1	9	2	7	9	191	205	296

NOTE.—The 1921 figures for the Protestant Academies and Model Schools of Quebec and for the Schools of Saskatchewan were received too late to be included in the above table and were as follows:—

33	Protestant Academies and High Schools, Que..	4 ¹	—	121	347	468	6,545	6,558	13,106
34	Protestant Model Schools, Que.....	52	—	12	138	160	1,996	2,139	4,135
35	Collegiate Institutes and High Schools, Sask.....	24	—	—	—	206	2,944	3,952	6,903
36	Other Town Schools, Sask.....	—	—	—	—	—	—	—	—
37	Village Schools, Sask.....	—	—	—	—	—	—	—	—
38	Rural Schools, Sask.....	—	—	—	—	—	—	—	—

¹ Government expenditure only.—Subventions du gouvernement.

EDUCATION

SECONDAIRE

41.—Enseignement secondaire au Canada: Types d'écoles où l'on professe les matières secondaires, dans chaque province du Canada, chiffres de 1921 ou du dernier rapport.

Average Attendance. Fréquentation moyenne.	Pupils in High School Grades. Elèves dans les degrés secondaires.					Expenditure. Dépenses.	Institutions.	
	IX	X	XI	XII	Total.			
—	—	154	73	14	241	\$ 25,000 ¹	Collège Prince of Wales, I. P.-E.	1
3,279	—	—	—	—	673	—	Écoles de première classe, I. P.-E.	2
1,924	700	825	595	253	2,373	—	Académies de comté, N.-E.	3
—	4,196	2,233	812	91	2,597	—	"High Schools", N.-E.	4
—	—	—	—	—	4,735	—	Autres écoles exécutant les travaux secondaires, N.-E.	5
—	689	437	272	11	1,409	—	Écoles de grammaire, N.-B.	6
—	503	249	103	1	861	—	Écoles supérieures, N.-B.	7
8,159	—	—	—	—	—	—	Autres écoles exécutant les travaux secondaires, N.-B.	8
449	—	—	—	—	—	—	Collèges classiques, Qué.	9
—	—	—	—	—	—	—	Institutions indépendantes non subventionnées où l'on donne le cours classique (catholiques), Qué.	10
9,376	1,250	760	565	—	2,575	—	Académies et "High Schools" protestantes, Qué.	11
3,170	216	100	—	—	316	—	Écoles modèles protestantes, Qué.	12
16,602	7,994	5,521	4,957	949	19,421	2,227,966	Instituts collégiaux, Ont.	13
12,350	6,214	4,437	3,514	542	14,707	1,360,967	"High Schools", Ont.	14
4,790	2,619	1,905	1,299	—	5,823	473,085	Écoles de continuation, Ont.	15
—	—	—	—	—	6,168	—	Autres écoles où l'on donne les travaux secondaires, Ont.	16
3,237	—	—	—	—	3,867	—	Instituts collégiaux, Man.	17
319	—	—	—	—	380	—	Départements collégiaux, Man.	18
1,295	—	—	—	—	1,412	—	"High Schools", Man.	19
155	—	—	—	—	183	—	"Junior High Schools", Man.	20
8,690	—	—	—	—	1,653	—	Écoles intermédiaires, Man.	21
—	—	—	—	—	1,120	—	Autres écoles où l'on donne les travaux secondaires, Man.	22
—	1,406	1,175	1,138	504	4,223	468,477	Instituts collégiaux, Sask.	23
—	333	165	262	67	727	—	"High Schools", Sask.	24
—	2,041	1,288	926	52	4,307	—	Autres écoles des villages, villes et cités où l'on donne les travaux secondaires, Sask.	25
—	742	163	26	8	939	—	Écoles rurales où l'on donne les travaux secondaires, Sask.	26
—	3,794	2,380	1,601	556	8,331	—	Écoles à classes multiples où l'on donne les travaux secondaires, Alta.	27
—	683	121	13	—	817	—	Écoles à classe unique où l'on donne les travaux secondaires, Alta.	28
6,133	—	—	—	—	7,259	—	"High Schools", C.-B.	29
18	11	—	—	—	11	—	Écoles rurales des municipalités où l'on donne les travaux secondaires, C.-B.	30
342	172	—	—	—	172	—	Écoles rurales et subventionnées où l'on donne les travaux secondaires, C.-B.	31
346	29	—	—	—	29	—	Écoles des cités où l'on donne les travaux secondaires, B.C.	32

NOTA.—Les chiffres de 1921, pour les académies et écoles modèles de Québec et pour les écoles de la Saskatchewan, sont arrivés trop tard pour inclusion dans le tableau et on les donne dessous:—

10,510	1,494	928	596	—	3,018	—	Académies et "High Schools" protestantes, Qué.	33.
2,936	209	109	19	—	337	—	Écoles modèles protestantes, Qué.	34
3,979	2,068	1,451	1,617	671	5,807	538,064	Instituts collégiaux et "High Schools", Sask.	35.
—	1,036	692	790	94	2,672	—	Autres écoles des villes, Sask.	36.
—	1,590	859	571	5	3,025	—	Écoles des villages, Sask.	37.
—	955	244	49	—	1,248	—	Écoles rurales, Sask.	38.

DOMINION BUREAU OF STATISTICS

42.—Publicly Controlled Schools in Canada: Comparative Number of Boys and Girls doing work of Secondary Grade in five Provinces.

42.—Écoles du Canada placées sous le contrôle publique: Nombre comparatif de garçons et de filles dans les degrés secondaires dans cinq provinces.

Year. — Année.	Nova Scotia. — Nouvelle-Écosse.		Ontario (Secondary Schools only). — Ontario. (Écoles secondaires).		Manitoba.		Saskatchewan (H.S. and Coll. Inst. only). — Saskatchewan. (Écoles secondaires).		Alberta (second term only). — Alberta. (2ème terme).		British Columbia (High Schools.) — Colombie- Britannique. (High Schools.)	
	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.
	Gar- çons.	Filles.	Gar- çons.	Filles.	Gar- çons.	Filles.	Gar- çons.	Filles.	Gar- çons.	Filles.	Gar- çons.	Filles.
1901.....	—	—	10,868	11,654	—	—	—	—	—	—	215	369
1902.....	—	—	11,629	12,843	—	—	—	—	—	—	313	471
1903.....	—	—	11,988	13,734	—	—	—	—	—	—	316	540
1904.....	2,496	4,499	12,718	14,991	—	—	—	—	—	—	381	600
1905.....	2,732	4,554	13,035	15,626	—	—	—	—	—	—	433	657
1906.....	2,775	4,864	13,336	16,056	—	—	—	—	—	—	413	763
1907.....	2,792	4,854	13,799	16,532	—	—	—	—	—	—	432	823
1908.....	2,985	4,928	14,731	17,181	—	—	335	399	—	—	613	857
1909.....	3,076	5,048	15,776	17,325	—	—	504	643	—	—	812	997
1910.....	3,181	5,476	15,196	17,416	—	—	623	805	—	—	919	1,122
1911.....	3,211	5,463	17,073	20,907	—	—	766	927	—	—	940	1,048
1912.....	3,132	5,536	17,345	21,022	—	—	885	1,129	—	—	973	1,178
1913.....	3,175	5,461	17,718	21,572	—	—	1,028	1,326	—	—	1,232	1,448
1914.....	3,216	5,687	19,475	23,050	—	—	1,304	1,622	—	—	1,414	1,593
1915.....	3,436	6,041	20,508	24,718	—	—	1,545	2,038	—	—	1,844	2,068
1916.....	3,466	6,260	—	—	—	—	1,566	2,283	—	—	2,260	2,510
1917.....	3,051	6,037	14,318	19,597	—	—	1,445	2,441	—	—	2,074	2,767
1918.....	3,082	6,115	14,342	19,859	—	—	1,533	2,561	—	—	2,151	2,999
1919.....	3,024	6,114	15,095	20,643	—	—	1,910	2,841	—	—	2,392	3,414
1920.....	3,313	7,178	16,682	21,480	—	—	2,492	3,425	—	—	2,826	3,810
1921.....	3,425	6,280	17,525	22,426	3,524	5,091	2,944	3,959	3,088	4,421	3,093	4,166

43.—Ontario Continuation Schools, High Schools and Collegiate Institutes: Distribution of Pupils by Age, Sex and Grade, January, 1921.

43.—Écoles de continuation, "High Schools" et Instituts collégiaux d'Ontario: Répartition des élèves par âge, sexe et degré, en janvier 1921.

Age.	Lower School, Form I. — Cours inférieur, 1er échelon.		Lower School Form II. — Cours inférieur, 2ème échelon.		Middle School, — Cours moyen.		Upper School, — Cours supérieur.		Total.		
	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.	Boys. — Gar- çons.	Girls. — Filles.	Total.
	Gar- çons.	Filles.	Gar- çons.	Filles.	Gar- çons.	Filles.	Gar- çons.	Filles.	Gar- çons.	Filles.	Total.
10.....	1	—	—	—	—	—	—	—	1	—	1
11.....	19	25	—	—	—	—	—	—	19	25	44
12.....	244	259	10	13	—	—	—	—	254	272	526
13.....	1,028	1,335	130	168	9	9	—	—	1,167	1,512	2,679
14.....	2,216	2,667	641	871	107	106	1	—	2,965	3,644	6,609
15.....	2,151	2,809	1,362	1,992	452	582	18	18	3,983	5,401	9,384
16.....	1,278	1,562	1,399	2,178	1,067	1,289	83	67	3,827	5,096	8,923
17.....	410	531	835	1,204	1,233	1,515	197	209	2,675	3,459	6,134
18.....	110	110	307	510	874	1,143	263	217	1,554	1,980	3,534
19.....	20	31	59	111	417	474	148	116	644	732	1,376
20.....	5	4	18	23	163	159	72	33	258	219	477
21 and over.....	9	3	18	14	116	55	35	14	178	86	264
Total.....	7,491	9,336	4,779	7,084	4,438	5,332	817	674	17,525	22,426	39,951

44.—Saskatchewan Collegiate Institutes and High Schools: Distribution of Pupils by Age, Sex and Grade, Calendar Year, 1920.
44.—Instituts collégiaux et "High Schools" de la Saskatchewan: Répartition des élèves par âge, sexe et degré, 1920.

Age of Pupils enrolled.	First Year. 1 ^{re} année.		Second Year. 2 ^{ème} année.		Third Year. 3 ^{ème} année.		Fourth Year. 4 ^{ème} année.		Total Secondary Grades. Total degrés secondaires.			Grade VIII Degré VIII			Total.			Age d'élèves inscrits
	Boys. Garçons	Girls. Filles	Boys. Garçons	Girls. Filles	Boys. Garçons	Girls. Filles	Boys. Garçons	Girls. Filles	Boys. Garçons	Girls. Filles	Boys. Garçons	Girls. Filles	Total.	Boys. Garçons	Girls. Filles	Total.		
Over 10 and under 11 years.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Plus de 10 ans et moins de 11 ans.
Over 11 and under 12 years.....	4	2	—	—	—	—	—	—	—	4	2	6	4	7	11	8	9	Plus de 11 ans et moins de 12 ans.
Over 12 and under 13 years.....	13	24	4	2	—	1	—	—	—	17	27	44	48	48	96	65	75	Plus de 12 ans et moins de 13 ans.
Over 13 and under 14 years.....	101	126	18	31	2	5	1	—	1	121	163	284	110	149	259	231	312	Plus de 13 ans et moins de 14 ans.
Over 14 and under 15 years.....	226	263	76	124	9	23	4	—	4	311	414	725	81	120	201	392	534	Plus de 14 ans et moins de 15 ans.
Over 15 and under 16 years.....	224	247	135	225	62	92	9	12	430	576	1,006	87	96	183	517	672	1,189	Plus de 15 ans et moins de 16 ans.
Over 16 and under 17 years.....	116	150	162	210	110	185	27	68	415	613	1,028	36	42	78	451	655	1,106	Plus de 16 ans et moins de 17 ans.
Over 17 and under 18 years.....	52	60	86	120	128	218	58	98	324	496	820	21	11	32	345	507	852	Plus de 17 ans et moins de 18 ans.
Over 18 and under 19 years.....	18	24	35	37	85	191	72	79	210	331	541	—	4	4	210	335	545	Plus de 18 ans et moins de 19 ans.
Over 19 and under 20 years.....	8	5	14	13	64	60	27	40	113	118	231	1	—	1	114	118	232	Plus de 19 ans et moins de 20 ans.
Over 20 and under 21 years.....	5	1	5	12	31	35	15	17	56	65	121	1	—	1	57	65	122	Plus de 20 ans et moins de 21 ans.
Over 21 years.....	3	2	13	1	42	39	18	26	76	68	144	—	1	1	76	69	145	Plus de 21 ans.
Total.....	770	904	548	775	533	849	226	345	2,077	2,873	4,950	389	478	867	2,466	3,351	5,817	

1 Not including 100 unclassified.—Non compris 100 non classifiés.

CLASSIFICATION ACCORDING TO RESIDENCE—CLASSIFICATION SELON LA RÉSIDENCE 1920

	1st half yr.—1er semestre					2nd half yr.—2ème semestre					Non-residents (whole yr.—ann. entière)				
	IX	X	XI	XII	Total	IX	X	XI	XII	Total	IX	X	XI	XII	Total
Resident.....	911	628	582	206	2,327	1,138	678	582	220	2,618	Other cities—Autres cités.....	46	58	96	41
Non-resident.....	201	240	296	97	924	292	264	314	87	947	Rural districts—Districts ruraux....	343	270	366	1,083
Total.....	1,202	868	878	303	3,251	1,430	922	896	307	3,565	Total.....	389	328	462	1,323

44 (a).—Saskatchewan Collegiate Institutes and High Schools: Distribution of Pupils by Age, Sex and Grade, Calendar year, 1921.
44 (a).—Instituts Collégiaux et "High Schools" de la Saskatchewan: Répartition des élèves par âge, sexe et degré, 1921.

Age of Pupils enrolled.	First Year: 1ère année.		Second Year: 2ème année.		Third Year: 3ème année.		Fourth Year: 4ème année.		Total Secondary Grades: Total degrés secondaires.		Grade VIII Degré VIII		Total.		Age d'élèves inscrits		
	Boys. Garçons	Girls. Filles.	Boys. Garçons	Girls. Filles.	Boys. Garçons	Girls. Filles.	Boys. Garçons	Girls. Filles.	Boys. Garçons	Girls. Filles.	Boys. Garçons	Girls. Filles.	Boys. Garçons	Girls. Filles.		Total.	
Over 10 and under 11 years.....	—	—	—	—	—	—	—	—	—	—	—	1	1	2	1	2	Plus de 10 ans et moins de 11 ans
Over 11 and under 12 years.....	3	1	1	—	—	—	—	—	—	—	—	9	11	20	13	12	Plus de 11 ans et moins de 12 ans
Over 12 and under 13 years.....	35	50	3	2	—	—	—	—	—	—	—	74	84	158	112	136	Plus de 12 ans et moins de 13 ans
Over 13 and under 14 years.....	154	187	13	22	3	5	—	—	—	—	—	155	214	369	325	428	Plus de 13 ans et moins de 14 ans
Over 14 and under 15 years.....	263	341	84	108	9	46	—	—	—	—	—	138	152	290	494	651	Plus de 14 ans et moins de 15 ans
Over 15 and under 16 years.....	215	263	175	229	75	128	7	14	—	—	—	68	93	161	540	727	Plus de 15 ans et moins de 16 ans
Over 16 and under 17 years.....	157	182	162	213	140	199	39	68	—	—	—	28	40	68	526	702	Plus de 16 ans et moins de 17 ans
Over 17 and under 18 years.....	49	76	111	145	145	265	64	105	—	—	—	10	11	21	379	602	Plus de 17 ans et moins de 18 ans
Over 18 and under 19 years.....	20	34	57	54	101	187	66	103	—	—	—	6	1	7	250	379	Plus de 18 ans et moins de 19 ans
Over 19 and under 20 years.....	7	7	14	20	64	91	49	56	—	—	—	—	—	—	134	174	Plus de 19 ans et moins de 20 ans
Over 20 and under 21 years.....	7	3	6	3	26	32	17	19	—	—	—	—	—	—	56	57	Plus de 20 ans et moins de 21 ans
21 years and over.....	10	4	22	7	52	49	30	50	—	—	—	—	—	—	114	90	Plus de 21 ans.
Total.....	920	1,148	648	803	615	1,002	272	399	2,455	3,352	5,807	489	607	1,096	2,944	3,959	

CLASSIFICATION ACCORDING TO RESIDENCE—CLASSIFICATION SELON LA RÉSIDENCE 1921

	1st half yr.—1er semestre						2nd half yr.—2ème semestre						Non-residents (whole yr.—ann. entière)		
	VIII		IX		X		VIII		IX		X		Total		Total
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Resident.....	530	1,047	688	564	210	2,509	588	1,292	854	650	279	2,075	Other towns—autres villes.....	33	270
Non-resident.....	81	316	295	345	114	1,070	93	454	343	428	117	1,042	Rural districts—Districts ruraux.....	127	1,419
Total.....	611	1,363	983	909	324	3,579	681	1,746	1,197	1,078	396	3,117	Total.....	160	1,689

45.—Publicly Controlled Schools: Number of pupils taking Certain Secondary Grade Subjects¹ in Five Provinces, 1921.

45.—Ecoles sous le contrôle administratif: Elèves étudiant certaines matières secondaires, dans cinq provinces, en 1921.

Subjects.	Nova Scotia. — Nouvelle-Ecosse. (1921.)	New Brunswick. — Nouveau-Brunswick. (1921.)	Ontario. (1921.)	Saskatchewan. (1920).	British Columbia. — Colombie-Britannique. (1921).	Matières.
English.....	9,491	2,268	33,405	4,998	7,224	Anglais.
History.....	4,668	2,267	26,294	6,556	1,788	Histoire.
Geography.....	4,564	2,267	23,451	1,933	1,850	Géographie.
Reading.....	—	—	19,786	4,157	7,259	Lecture.
Arithmetic and mensuration.....	7,861	1,824	23,367	4,422	5,407	Arithmétique et mensuration.
Algebra.....	9,277	2,212	31,662	4,634	6,282	Algèbre.
Geometry.....	4,530	2,123	18,461	4,702	6,151	Géométrie.
Trigonometry.....	261	32	1,103	429	61	Trigonométrie.
French.....	5,659	2,087	27,956	3,671	5,677	Français.
Spanish.....	—	—	148	—	—	Espagnol.
German.....	214	—	1,795	67	—	Allemand.
Latin.....	3,517	1,532	25,583	3,619	4,273	Latin.
Greek.....	45	34	276	5	—	Grec.
Zoology.....	—	—	15,159	181	—	Zoologie.
Botany.....	2,884	2,101	15,530	1,040	2,234	Botanique.
Biology.....	—	—	—	155	—	Biologie.
Chemistry.....	1,423	835	14,178	1,572	3,479	Chimie.
Physics.....	4,279	954	25,301	1,770	2,735	Physique.
Mineralogy.....	—	—	381	—	—	Minéralogie.
Book-keeping.....	48	1,085	6,212	491	976	Tenue des livres.
Stenography.....	1	—	4,306	386	995	Sténographie.
Typewriting.....	—	—	3,450	389	995	Dactylographie.
Business Law, etc.....	—	—	—	—	809	Droit commercial, etc.
Art.....	4,415	728	15,439	—	2,672	Arts.
Physical Culture.....	4,279	—	33,227	4,424	—	Culture physique.
Commercial.....	—	—	4,227	—	—	Commerce.
Agriculture.....	2,841	—	1,506	1,888	165	Agriculture.
Manual Training.....	—	—	2,767	566	1,448	Travaux manuels.
Household Science.....	343	—	3,578	785	1,589	Science ménagère.
Art Model School.....	—	—	419	—	—	Arts (école modèle).
Wood and Metal Work.....	210	—	—	—	1,448	Ouvrages en bois et en métal.
Elementary Science.....	—	—	—	2,894	—	Sciences élémentaires.
Music.....	953	—	—	1,048	—	Musique.
Military Drill.....	1,037	—	—	1,654	—	Exercices militaires.
Physiology.....	—	839	—	4,180	104	Physiologie.
Practical Mathematics.....	1,293	—	—	—	—	Mathématiques.
Industrial Work.....	—	—	—	577	—	Etude pratique des métiers.
Total sampled.....	9,705	2,270	34,128	7,082	7,259	Total des élèves ainsi classifiés.

¹A blank space in this table does not necessarily mean that the subject was not taught—it merely means that figures have not been reported.

¹L'espace en blancs dans ce tableau ne signifie pas que cette matière n'était pas enseignée, mais que les chiffres n'ont pas été fournis.

45A.—Results of Departmental Examinations, 1920-21

45A.—Résultats des examens des d^epartements de l'instruction publique, 1920-21

	N.S. — N.-E.	N.B.	Ont.	Man.	Sask.	Alta.	B.C. — C.-B.	
GRADE VIII								DEGRÉ VIII
Number promoted by schools	—	—	31,521	—	1,165	1,120	2,689	Elèves avancés sans examens officiels.
Number examined.....	—	—		—	4,086	4,368	2,556	Nombre recourant aux examens.
Number successful.....	—	—	25,260	—	2,226	2,589	1,307	Nombre passant avec succès.
Number who failed.....	—	—	6,261	—	1,840	1,779	1,249	Nombre manquant.
H.S. GRADES, MATRIC, Etc.								SECONDAIRES, Etc.
Number promoted by schools	—	—	—	1,892	—	462	—	Elèves avancés sans examens officiels.
Number examined.....	7,054	671	20,293 ¹	5,817	1,755	2,977 ²	1,530	Nombre recourant aux examens.
Number successful.....	3,597	289	11,749	4,119	620	1,220	689	Nombre passant avec succès.
Number conditioned.....	—	222	—	—	633	340	—	Nombre passant sous condition.
Number who failed.....	3,457	160	8,544	1,698	502	1,417	841	Nombre manquant.

¹Exclusive of 1,069 Honour Matriculation and 146 Scholarship candidates.—Non compris 1,069 candidats pour l'admission avancée universitaire.

²Exclusive of 231 in May and 328 in September for University Matriculation.—Non compris 231 en mai et 328 en septembre pour l'admission universitaire.

7.—VOCATIONAL EDUCATION

46.—Vocational Schools in Canada: Number of Schools, Teachers and Pupils.

46.—Écoles de travaux manuels du Canada: Nombre d'écoles, d'instituteurs et d'élèves.
1921.

Province.	Number of Schools. Nombre d'écoles.			Number of Teachers. Nombre d'instituteurs.			Pupils Enrolled. Elèves inscrits.			Province.
	Day. Du jour.	Evening. — Du soir.	Total.	Day. Du jour.	Evening. — Du soir.	Total.	Corresp- ondence Dept. Division de la corres- pondance.	Corresp- ondence Dept. Division de la corres- pondance.	Total.	
Prince Edward Island.....	1	1	2	7	7	14	—	110	145	Ile du Prince-Edouard.
Nova Scotia.....	1	36	37	—	151	151	—	2,754	2,754	Nouvelle-Ecosse.
New Brunswick.....	1	13	14	7	63	70	—	56	265	Nouveau-Brunswick.
Quebec.....	21	20	41	133	153	286	1	3,433	1,755	Québec.
Ontario.....	15	73	88	177	845	1,022	—	1,078	3,011	Ontario.
Manitoba.....	9	4	13	47	98	145	—	26,527	31,317	Manitoba.
Saskatchewan.....	4	4	8	55	52	107	—	3,592	5,765	Saskatchewan.
Alberta.....	7	21	28	72	101	175	2	2,069	220	Alberta.
British Columbia.....	10	21	31	75	135	211	1	3,197	135	Colombie-Britannique.
Totals.....	69	193	262	573	1,605	2,181	4	44,441	620	Total.

1922

	1	1	2	7	3	—	10	94	72	—	
Prince Edward Island.....	1	30	32	4	152	24	180	23	2,884	186	Ile du Prince-Edouard.
Nova Scotia.....	1	18	22	4	53	2	76	255	1,135	2,093	Nouvelle-Ecosse.
New Brunswick.....	3	20	29	76	140	—	216	1,276	4,882	1,541	Nouveau-Brunswick.
Quebec.....	9	69	87	191	909	—	1,100	4,526	27,297	6,158	Quebec.
Ontario.....	18	69	87	191	909	—	1,100	4,526	27,297	31,853	Ontario.
Manitoba.....	16	4	20	45	85	—	130	3,507	2,295	3,802	Manitoba.
Saskatchewan.....	4	4	8	24	70	—	94	1,720	947	2,667	Saskatchewan.
Alberta.....	8	25	34	69	121	3	183	1,862	1,840	3,477	Alberta.
British Columbia.....	12	36	49	90	178	1	269	1,598	4,094	5,844	Colombie-Britannique.
Totals.....	72	207	283	527	1,711	30	2,268	13,588	46,219	2,154	Total.

NOTE.—Schools conducting both day and evening classes are included under both headings. Teachers engaged in both day and evening work are also shown twice. Enrolments are the maximum number reported during the year. In Ontario, the Commercial classes in each locality are shown as schools.
NOTE.—Les écoles donnant, tout à la fois, des cours du jour et des cours du soir figurent dans ces deux colonnes et, dans ce cas, leurs instituteurs sont comptés deux fois. L'inscription des élèves n'est pas une moyenne, mais un maximum. Dans l'Ontario, les cours commerciaux de chaque localité sont considérés comme des écoles.

47.—Summary of Federal and Provincial Expenditures Incurred during School Year Ending June 30.
47.—Résumé des dépenses encourues par les gouvernements fédéral et provinciaux, durant l'année scolaire terminée le 30 juin.
1921.

Province.	Expenditures made by Local Boards. Dépenses des commissions locales.				Expenditures made by Provincial Governments. Dépenses des gouvernements provinciaux.				Federal Grant Approved. — Subventions du gouvernement fédéral.								
	Capital Expenditure. — Capital.		Teachers' Salaries. — Traitements des instituteurs.		Maintenance and Supplies. — Autres dépenses courantes.		Administration. —			Grants to Local Boards. — Subventions aux commissions locales.							
	On Capital Account.		On Teachers' Salaries.		On Capital Account.		On Teachers' Salaries.			On Capital Account.		On Teachers' Salaries.					
	\$	cts.	\$	cts.	\$	cts.	\$	cts.		\$	cts.	\$	cts.				
Prince Edward Island—Île du Prince-Edouard.....	5,796	86	6,015	67	3,613	12	500	77	Nil.	5,796	86	6,015	67	15,425	65		
Nova Scotia—Nouvelle-Ecosse.....	2,181	70	26,785	00	2,876	52	13,472	71	Nil.	2,181	70	26,785	00	31,843	22		
New Brunswick—Nouveau-Brunswick.....	2,738	83	16,764	33	8,020	46	8,020	46	Nil.	1,063	86	11,048	33	14,384	88		
Quebec—Québec.....	282,545	36	101,445	84	115,954	74	6,610	04	Nil.	2,641	90	22,614	33	12,112	19		
Ontario.....	580,503	37	341,654	93	19,718	51	19,718	51	Nil.	367	691	230,359	68	180,500	00		
Manitoba.....	—	—	46,645	39	—	—	2,186	07	Nil.	Nil.	Nil.	230	359	598,051	63		
Saskatchewan.....	11,015	44	26,944	75	—	—	210	40	5,955	14	5,032	81	13,242	38	11,635	80	
Alberta.....	173,187	01	126,432	06	23,396	42	7,572	66	Nil.	169,924	02	44,575	26	18,275	39		
British Columbia—Colombie-Britannique.....	79,781	17	88,484	90	—	—	4,088	64	Nil.	1,787	46	23,396	42	237,895	70		
Totals.....	1,137,549	74	781,172	87	145,840	80	62,380	26	5,955	14	14,856	51	364,258	01	52,311	62	
														99,886	06	1,158,051	20
																585,469	43

1922

Prince Edward Island—Ile du Prince-Edouard....	—	—	—	—	—	733 44	Nil.	Nil.	2,516 86	10,420 76	8,059 98	21,731 04	7,141 00
Nova Scotia—Nouvelle-Ecosse.....	—	—	—	—	—	23,455 26	Nil.	3,570 75	2,388 38	30,699 00	3,402 63	65,516 02	32,758 01
New Brunswick—Nouveau-Brunswick.....	—	—	—	—	—	10,336 09	8,497 77	3,935 87	2,060 11	19,491 74	226,250 00	44,321 58	22,160 78
Quebec—Québec.....	—	—	—	—	—	3,052 08	Nil.	Nil.	—	—	226,250 00	229,302 08	114,651 04
Ontario.....	—	—	—	—	—	36,664 91	6,084 27	467,375 44	231,211 68	30,110 00	59,178 75	800,515 05	378,174 84
Manitoba.....	—	—	—	—	—	8,237 90	Nil.	Nil.	4,000 00	30,110 00	Nil.	21,773 93	21,773 93
Saskatchewan.....	—	—	—	—	—	Nil.	8,237 90	4,719 50	22,611 51	22,611 51	42,347 80	27,331 01	13,665 50
Alberta.....	—	—	—	—	—	8,567 60	Nil.	9,636 84	752,962 59	62,203 72	41,210 49	874,581 24	82,606 18
British Columbia—Colombie-Britannique.....	—	—	—	—	—	6,801 62	453 47	4,284 24	37,735 64	46,613 14	Nil.	95,888 11	47,904 04
Total.....	—	—	—	—	—	97,848 90	15,035 51	23,427 70	1,273,758 52	453,361 55	338,101 85	2,201,533 93	720,235 32

¹ New Brunswick itinerant classes in gas engines are included under correspondence departments.

² Provincial grants to school boards in Quebec are for all purposes. Returns from local school boards not complete.

³ British Columbia and Manitoba figures are for period April 1 to December 31, 1920.

⁴ Les cours ambulatoires sur les moteurs à gaz, du Nouveau-Brunswick, figurent dans l'enseignement par correspondance.

⁵ Les allocations provinciales aux commissions scolaires de Québec n'ont pas d'affectation spéciale. Rapports des commissions scolaires locales incomplets.

⁶ Les chiffres de la Colombie-Britannique et du Manitoba couvrent la période courue du 1er avril au 31 décembre 1920.

DOMINION BUREAU OF STATISTICS

8.—EDUCATION OF DEAF AND BLIND.

8.—EDUCATION DES SOURDS ET AVEUGLES.

48.—Schools for the Blind and Deaf in Canada: Number of Pupils by Provinces, 1921.

48.—Ecoles canadiennes pour les aveugles et les sourds: Nombre d'élèves par provinces en 1921.

Place of Residence of Pupils.	Province where Schools are Located.										Province ou pays dont les élèves sont originaires.	
	Situation des écoles.											
	Schools for the Deaf.					Schools for the Blind.						
	Ecoles des sourds.					Ecoles d'aveugles.						
	N.S. N.-E.	Que. Qué.	Ont. Ont.	Man. Man.	B.C. C.-B.	Total	N.S. N.-E.	Que. Qué.	Ont. Ont.	B.C. C.-B.	Total	
Newfoundland.....	15	—	—	—	—	15	11	—	—	—	11	Terre-Neuve.
Prince Edward Island.	7	—	—	—	—	7	4	—	—	—	4	Ile du Prince-Edouard.
Nova Scotia.....	80	—	—	—	—	80	102	—	—	—	102	Nouvelle-Ecosse.
New Brunswick.....	28	—	—	—	—	28	30	—	—	—	30	Nouveau-Brunswick.
Quebec.....	—	454	—	—	—	454	—	125	—	—	125	Québec.
Ontario.....	—	—	300	—	—	300	—	—	87	—	87	Ontario.
Manitoba.....	—	—	—	80	—	80	—	—	23	—	23	Manitoba.
Saskatchewan.....	—	—	—	44	—	44	—	—	14	—	14	Saskatchewan.
Alberta.....	1	—	—	36	—	37	—	—	15	—	15	Alberta.
British Columbia.....	1	—	—	4	44	49	—	—	7	7	14	Colombie Britannique.
Total.....	132	454	300	164	44	1,094	147 ¹	125	146	7	425	..... Total.

¹There were in addition 29 pupils whose province was not specified.—Ci inclus 29 élèves non spécifiés par province.

9.—TEACHERS' CLASSIFICATION, SALARIES AND EXPERIENCE.

9.—PERSONNEL ENSEIGNANT, CLASSIFICATION, TRAITEMENT ET EXPÉRIENCE.

50.—Prince Edward Island Publicly Controlled Schools: Teachers by Class of Certificate, Sex, and Average Salary; 1921.

50.—Ecoles de l'Ile du Prince-Edouard sous le contrôle administratif: Instituteurs par catégories, sexe et moyenne de traitement en 1921.

	Number.—Nombre.			Average Salary. Moyenne du traitement.			
	Male. Hommes.	Female. Femmes.	Total.	Male. Hommes.	Female. Femmes.	Total.	
Class I.....	25	70	95	886	650	712	Classe I.
Class II.....	54	301	355	574	503	514	Classe II.
Class III.....	21	112	133	563	398	424	Classe III.
Total.....	100	483	583	650	500	526	Total.

Classification of Teachers in the different provinces and the conditions upon which each class of Certificate is awarded.

[illegible]

Norms: Trained teachers in good standing from any part of the British Empire are admitted immediately to a temporary licence of the appropriate class to become permanent after passing M.P.Q. subject No. 1 on recommendation of an Inspector.

² Applicants for permanent certification are required to submit evidence of at least two years' successful experience in the schools in which their certificates are valid.

¹ Ontario Normal Extension and Saskatchewan 2nd year High School are each roughly equivalent to Grade XI; likewise Ontario Upper School, Irving and Saskatchewan 4th year High School are roughly equivalent to Grade XII.

51.—Nova Scotia Publicly Controlled Schools: Statistics of Teachers by Class of Certificates, Sex, Average Salaries and Years of Teaching Experience, 1921.

51.—Écoles de la Nouvelle-Ecosse sous le contrôle administratif: Instituteurs par catégories, sexe, moyenne de traitement et ancienneté, en 1921.

Class and Sex	Num- ber. — Nom- bre.	Average Salaries. — Moyenne du traitement.			Experience. — Ancienneté.							Catégorie et sexe. —
		Pro- vincial aid. — Alloca- tion pro- vinciale.	From Section. —	Total.	One year or under. — Pre- mière année.	Over 1 and up to 5. — Entre 1 et 5 ans.	Over 5 up to 10. — Entre 5 et 10 ans.	Over 10 up to 15. — Entre 10 et 15 ans.	Over 15 up to 30. — Entre 15 et 30 ans.	Over 30 yrs. — Plus de 30 ans.		
Academic—		\$	\$	\$								Académique—
Male.....	40	237	1,645	1,882	—	—	4	3	24	9	Hommes.	
Female.....	19	221	1,071	1,292	—	1	4	5	7	2	Femmes.	
Class A—											Classe A—	
Male.....	37	175	1,296	1,471	8	13	6	5	7	1	Hommes.	
Female.....	142	174	733	907	21	61	35	6	8	1	Femmes.	
Class B—											Classe B—	
Male.....	48	140	935	1,075	7	13	11	5	8	4	Hommes.	
Female.....	696	140	547	687	97	251	183	71	75	19	Femmes.	
Class C—											Classe C—	
Male.....	19	105	686	791	10	1	2	—	1	5	Hommes.	
Female.....	774	105	452	557	117	307	162	70	85	33	Femmes.	
Class D—											Classe D—	
Male.....	28	70	477	547	—	—	—	—	—	—	Hommes.	
Female.....	871	70	361	431	—	—	—	—	—	—	Femmes.	
Class D, Tem- porary—											Classe D tem- poraire—	
Male.....	17	—	—	—	—	—	—	—	—	—	Hommes.	
Female.....	163	1	1	1	763	422	81	—	52	3	Femmes.	
Permissive—											Surnuméraires—	
Male.....	14	—	—	—	—	—	—	—	—	—	Hommes.	
Female.....	221	—	—	—	—	—	—	—	—	—	Femmes.	
Total—											Total—	
Male.....	203	158	1,073	1,231	—	—	—	—	—	—	Hommes.	
Female.....	2,886	107	468	575	—	—	—	—	—	—	Femmes.	
Grand Total.	3,089	111	506	617	1,023	1,069	488	—	432	77	Grand total.	
Number Nor- mal Trained.	1,598	—	—	—	—	—	—	—	—	—	Sortant de l'é- cole normale.	

Note.—1Included in D. Se confond avec classe D.

52.—New Brunswick Publicly Controlled Schools: Statistics of Teachers by Class of Certificate, Sex, Average Salary, and Experience, 1921.

52.—Écoles du Nouveau-Brunswick sous le contrôle administratif: Instituteurs et institutrices, leur diplôme, la moyenne de leur traitement et la durée de leur carrière en 1921

Class of Certificate and Sex.	Number. — Nombre.		Average Yearly Salary. — Moyenne du traite- ment annuel.	Experience. — Carrière enseignante.				Diplôme et sexe.
	Term ended Dec. 31.	Term ended June 30, 1921.		Under 1 yr.	Over 1 and under 5.	Over 5 and under 7.	Over 7 yrs.	
	Semestre terminé le 31 déc.	Semestre terminé le 30 juin 1921.		Moins d'un an.	Entre et 5 ans.	Entre 5 et 7 ans.	Plus de 7 ans.	
Grammar School—								Ecole de grammaire—
Males.....	19	18	2,131	—	—	—	—	Hommes.
Females.....	8	8	1,598	—	—	—	—	Femmes.
Superior School—								Ecole supérieure—
Male.....	26	27	1,281	—	—	—	—	Hommes.
Female.....	20	21	—	—	—	—	—	Femmes.
Class I—								Première classe—
Male.....	42	44	1,525	12	23	6	45	Hommes.
Female.....	509	516	965	47	153	48	244	Femmes.
Class II—								Deuxième classe—
Male.....	29	40	779	8	10	2	6	Hommes.
Female.....	943	976	716	119	455	107	248	Femmes.
Class III—								Troisième classe—
Male.....	17	23	570	—	—	—	—	Hommes.
Female.....	373	389	577	—	—	—	—	Femmes.
Classroom Assistants—								Sous-maîtres—
Male.....	—	3	—	—	—	—	—	Hommes.
Female.....	76	77	—	—	—	—	—	Femmes.
Total—Male.....	133	155	1,241	—	—	—	—	Total—Hommes.
Female.....	1,929	1,987	764	—	—	—	—	Femmes.
Total.....	2,062	2,142	799	—	—	—	—	Total.
Normal Trained...	1,895	1,966	—	—	—	—	—	Normaliens.

53. —Quebec Primary Schools: Statistics of Teachers, by qualifications sex and Average Salaries.
53. —Écoles primaires de Québec: Statistiques du personnel enseignant: brevet, sexe et moyenne de traitement en.

1920.

Description.	Roman Catholic Schools. Ecoles catholiques.			Protestant Schools. Ecoles protestantes.			Roman Catholic and Protes- tant Schools. Ecoles catholiques et protestantes.			Description.
	Male. Hommes.	Female. Femmes.	Total.	Male. Hommes.	Female. Femmes.	Total.	Male. Hommes.	Female. Femmes.	Total.	
Total Number of Teachers.....	2,363	12,157	14,520	185	2,005	2,190	2,548	14,162	16,710	Nombre total du personnel enseignant.
Number of Teachers in religious Orders.....	1,874	5,183	7,057	9	—	9	1,883	5,183	7,066	Nombre total des congréganistes.
Number of Lay Teachers.....	489	6,974	7,463	176	2,005	2,181	665	8,979	9,644	Nombre total des laïques.
Teachers in Elementary Schools: Total.....	234	6,861	7,095	56	1,525	1,581	290	8,386	8,676	Dans les écoles élémentaires: total.
Religious.....	170	873	1,043	—	—	—	176	873	1,049	Congréganistes.
Lay.....	64	5,988	6,052	56	1,525	1,575	114	7,513	7,627	Laïques.
Teachers in Model Schools: Total.....	831	2,442	3,273	15	152	167	846	2,594	3,440	Dans les écoles modèles: total.
Religious.....	541	1,739	2,280	1	—	1	542	1,739	2,281	Congréganistes.
Lay.....	290	703	993	14	152	166	304	855	1,159	Laïques.
Teachers in Academies: Total.....	1,298	2,854	4,152	114	328	442	1,412	3,182	4,594	Dans les académies: total.
Religious.....	1,163	2,571	3,734	2	—	2	1,165	2,571	3,736	Congréganistes.
Lay.....	135	283	418	112	328	440	247	611	858	Laïques.
Lay Teachers in Publicly controlled Element- ary Schools.....	64	5,900	5,964	50	1,521	1,571	114	7,421	7,535	Laïques dans les écoles élémentaires contrôlées.
Lay Teachers in Publicly controlled Model Schools.....	273	648	921	14	152	166	287	800	1,087	Laïques dans les écoles modèles.
Lay Teachers in Publicly controlled Academies Schools.....	123	238	361	112	328	440	235	566	801	Laïques dans les académies contrôlées.
Lay Teachers in Independent Elementary Schools.....	—	88	88	—	4	4	—	92	92	Laïques dans les écoles indépendantes élémen- taires.
Lay Teachers in Independent Model Schools.....	17	55	72	—	—	—	17	55	72	Laïques dans les écoles indépendantes modèles.
Lay Teachers in Independent Academies.....	12	45	57	—	—	—	12	45	57	Laïques dans les écoles indépendantes acade- miques.
Lay Teachers with diplomas in Publicly Controlled: Elementary Schools.....	60	5,499	5,559	39	1,185	1,224	99	6,684	6,783	Laïques contrôlés: écoles contrôlées: Élémentaires.
Model Schools.....	260	635	895	12	139	151	272	774	1,046	Modèles.
Academies.....	111	223	334	88	301	389	199	524	723	Académies.
Independent: Elementary.....	—	53	53	—	3	3	—	56	56	Indépendantes.
Model Schools.....	14	40	54	—	—	—	14	40	54	Élémentaires.
Academies.....	7	26	33	—	—	—	7	26	33	Modèles.
Lay Teachers with diplomas from Normal Schools.....	245	1,401	1,646	59	1,179	1,238	304	2,550	2,884	Laïques avec brevet des écoles normales.
Lay Teachers with Diplomas from Board of Examiners.....	207	5,075	5,282	80	449	529	287	5,524	5,811	Laïques avec brevet de la Commission des examinateurs.
Lay Teachers for Elementary Schools.....	56	3,899	3,955	5	584	589	61	4,483	4,544	Laïques pour écoles élémentaires.
Lay Teachers for Model Schools.....	128	2,215	2,343	42	958	1,000	170	3,173	3,343	Laïques pour écoles modèles.
Lay Teachers for Academies.....	268	362	630	92	86	178	360	448	808	Laïques pour académies.

[illegible]

54.—Ontario Publicly Controlled Schools: Teachers by Class of Certificate, Sex, Average Salary and Experience for the year 1920 in Elementary Schools and 1921 in Secondary Schools.

54.—Écoles d'Ontario sous le contrôle administratif: Personnel enseignant par catégorie de diplôme, sexe, moyenne de traitement et durée de la carrière en 1920 dans les écoles primaires et 1921 dans les écoles secondaires.

Description.	Public Schools. Ecoles publiques.					Roman Catholic Separate Schools. Ecoles séparées (catholiques).	
	Rural. Rurales. cités.	Cities. Des villes.	Towns. Des villages.	Villages. Des	Total.	Rural. Rurales. cités.	Cities. Des villes.
Number: Total.....	6,240	3,957	1,444	512	12,153	474	815
Male.....	600	564	145	88	1,397	161	77
Female.....	5,640	3,393	1,299	424	10,756	458	738
Number of University Graduates.....	12	117	5	4	138	3	17
Number who ever attended Model School in Ontario.....	1,184	1,543	415	92	3,234	186	278
Number who ever attended Normal School in Ontario.....	4,463	3,068	1,270	447	9,248	152	516
Number trained in Normal College or Faculty of Education.....	325	695	148	44	1,212	15	44
Number by Certificate—							
Class I.....	312	726	153	39	1,230	18	46
Class II.....	4,355	2,708	1,225	448	8,736	148	483
Class III.....	756	14	20	15	805	152	139
District.....	264	1	3	1	269	25	12
Kindergarten Primary.....	2	203	25	1	231	—	10
Kindergarten.....	—	172	9	—	181	—	—
Manual Training.....	1	58	2	—	61	—	—
Household Science.....	—	70	2	—	72	—	—
Temporary.....	550	5	5	8	568	120	12
Permanent Ungraded.....	—	—	—	—	—	11	113
Average Salary—Male.....	1,059	2,150	1,674	1,234	1,575	841	1,155
Female.....	868	1,262	941	839	1,000	694	668
Average Salary by Certificate—							
Class I: Male.....	1,196	2,287	1,933	1,377	2,104	—	—
Female.....	979	1,202	921	872	1,075	—	—
Class II: Male.....	1,105	1,928	1,594	1,242	1,367	—	—
Female.....	913	1,288	945	847	1,034	—	—
Class III, and District: Male.....	872	—	—	900	873	—	—
Female.....	761	1,163	867	715	768	—	—
Kindergarten..... Primary.....	—	1,102	977	950	1,088	—	—
Kindergarten.....	—	1,190	853	—	1,174	—	—
Manual Training.....	1,400	2,000	2,000	—	1,999	—	—
Household Science.....	—	1,362	1,325	—	1,361	—	—
Temporary: Male.....	756	—	—	1,000	760	—	—
Female.....	665	840	880	557	667	—	—
Experience—Male: Under 1 year.....	168	20	4	5	197	—	—
1 to 4 yrs.	176	112	18	24	330	—	—
5 to 9 “.....	71	116	25	18	230	—	—
10 to 14 “.....	29	66	14	6	115	—	—
15 to 29 “.....	99	172	55	14	340	—	—
30 to 39 “.....	50	61	23	18	152	—	—
40 yrs. and over.....	7	17	6	3	33	—	—
Experience—Females: Under 1 yr.....	1,178	60	68	18	1,324	—	—
1 to 4 yrs.	2,935	723	472	188	4,318	—	—
5 to “.....	1,003	858	322	92	2,275	—	—
10 to 14 “.....	260	573	152	42	1,027	—	—
15 to 29 “.....	236	857	212	63	1,368	—	—
30 to 39 “.....	25	283	61	15	384	—	—
40 yrs. and over.....	3	39	12	6	60	—	—

¹Salaries of assistants only; the average salaries of principals were \$2,478 in High Schools and \$3,356 in Collegiate institutes.

54.—Ontario Publicly Controlled Schools: Teachers by Class of Certificate, Sex, Average Salary and Experience for the year 1920 in Elementary Schools and 1921 in Secondary Schools.

54.—Écoles d'Ontario sous le contrôle administratif: Personnel enseignant par catégorie de diplôme, sexe, moyenne de traitement et durée de la carrière en 1920 dans les écoles primaires et 1921 dans les écoles secondaires.

Roman Catholic Separate Schools. — Ecoles séparées (catholiques).			Public and Separate. — Publicques et séparées.	Continua- tion Schools. — Ecoles intermé- diaires.	High Schools. — Hautes écoles.	Col- legiate Institutes. — Instituts collé- giaux.	Description.
Towns. — Des villes.	Villages. — Des villages.	Total.					
388	39	1,716	13,869	286	600	702	Nombre: Total.
16	—	109	1,506	72	613	—	Hommes.
372	39	1,607	12,363	214	689	—	Femmes.
3	1	24	162	40	981	—	Diplômés d'une université, nombre.
104	11	579	3,813	—	—	—	Sortant des écoles modèles d'Ontario, nombre.
158	16	842	10,090	—	—	—	Sortant des écoles normales d'Ont., nombre.
6	3	68	1,280	—	—	—	Sortant du collège normal ou faculté de péda- gogie.
6	3	73	1,303	—	—	—	Nombre des détenteurs de diplôme—
157	16	804	9,540	—	—	—	De première classe.
58	6	355	1,160	—	—	—	De deuxième classe.
17	—	54	323	—	—	—	De troisième classe.
—	—	10	241	—	—	—	De district.
—	—	—	1	—	—	—	D'école maternelle (premier degré).
—	—	—	—	—	—	—	D'école maternelle.
—	—	—	—	—	—	—	De travaux manuels.
89	4	225	793	—	—	—	De science ménagère.
61	10	195	195	—	—	—	Surnuméraires.
575	—	1,027	—	1,519	2,253 ¹	2,554 ¹	Permanents (écoles à classe unique).
517	523	637	—	1,374	1,786 ¹	2,023 ¹	Moyenne de traitement: Hommes.
—	—	—	—	—	—	—	Femmes.
—	—	—	—	—	—	—	Moyenne de traitement par diplôme—
—	—	—	—	—	—	—	Première classe: Hommes.
—	—	—	—	—	—	—	Femmes.
—	—	—	—	—	—	—	Deuxième classe Hommes.
—	—	—	—	—	—	—	Femmes.
—	—	—	—	—	—	—	Troisième classé et district: Hommes.
—	—	—	—	—	—	—	Femmes.
—	—	—	—	—	—	—	Ecole maternelle (premier degré).
—	—	—	—	—	—	—	Ecole maternelle.
—	—	—	—	—	—	—	Travaux manuels.
—	—	—	—	—	—	—	Science ménagère.
—	—	—	—	—	—	—	Surnuméraires: Hommes.
—	—	—	—	—	—	—	Femmes.
—	—	—	—	—	—	—	Carrière—Hommes: Moins de 1 an.
—	—	—	—	—	—	—	De 1 à 4 ans.
—	—	—	—	—	—	—	De 5 à 9 "
—	—	—	—	—	—	—	De 10 à 14 "
—	—	—	—	—	—	—	De 15 à 29 "
—	—	—	—	—	—	—	De 30 à 39 "
—	—	—	—	—	—	—	40 ans ou plus.
—	—	—	—	—	—	—	Carrière—Femmes: Moins de 1 an.
—	—	—	—	—	—	—	De 1 à 4 ans.
—	—	—	—	—	—	—	De 5 à 9 "
—	—	—	—	—	—	—	De 10 à 14 "
—	—	—	—	—	—	—	De 15 à 29 "
—	—	—	—	—	—	—	De 30 à 39 "
—	—	—	—	—	—	—	40 ans ou plus.

¹Les traitements moyens des assistants seulement; les traitements moyens des principaux étaient \$2,478 dans les "High Schools" et \$3,356 dans les instituts collégiaux.

56.—Saskatchewan publicly Controlled Schools: Teachers by Class of Certificate, Sex and Salary, Calendar Year 1920.

56.—Ecoles de la Saskatchewan sous le contrôle administratif: Instituteurs et institutrices, leur diplôme, et la moyenne de leur traitement pendant l'année 1920.

Sex and Certificate.	Number of Teachers. — Nombre d'instituteurs et institutrices.			Average Salary. — Moyenne du traitement.		Sexe et diplôme.
	Urban.	Rural.	Total.	Urban.	Rural.	
	Urbains.	Ruraux.		Urbains.	Ruraux.	
In Public and Separate Schools—						Dans les écoles publiques et séparées—
Class I: Male.....	195	136	331	1,881	1,387	1ère classe: Hommes.
Female.....	311	261	572	1,352	1,279	Femmes.
Class II: Male.....	154	412	546	1,677	1,323	2e classe: Hommes.
Female.....	1,712	1,415	3,127	1,217	1,223	Femmes.
Class III: Male.....	21	336	357	1,354	1,273	3e classe: Hommes.
Female.....	195	1,481	1,676	1,123	1,171	Femmes.
Provisional:						Diplôme provisoire:
Male.....	8	235	243	1,225	1,301	Hommes.
Female.....	15	479	494	1,171	1,200	Femmes.
Total: Male.....	358	1,119	1,477	—	—	Total: Hommes.
Female.....	2,233	3,636	5,869	—	—	Femmes.
Total.....	2,591	4,755	7,346	—	—	Total.
Collegiate Institutes and High Schools—						Dans les instituts collégiaux et "high schools"—
Male.....	106	—	106	2,447	—	Hommes.
Female.....	92	—	192	1,951	—	Femmes.
Total.....	198	—	198	2,221	—	Total.
Grand Total.....	2,789	4,755	7,544	—	—	Grand total.

57.—British Columbia Publicly Controlled School: Teachers by Class of Certificate, Sex and Salary, 1921.

57.—Ecoles de la Colombie-Britannique placées sous le contrôle administratif: Instituteurs et institutrices par classe de diplôme et par moyenne de traitement, 1921.

Certificate.	Number. — Nombre.			Average Salary. — Moyenne des traitements.		Diplôme.
	Male.	Female.	Total.	Male.	Female.	
	Hommes.	Femmes.		Hommes.	Femmes.	
Academic.....	—	—	433	2,408	1,580	Académique.
Class I.....	—	—	490	2,037	1,300	1ère classe.
Class II.....	—	—	1,105	1,508	1,179	2ème classe.
Class III.....	—	—	418	1,160	1,111	3ème classe.
Temporary.....	—	—	139	—	—	Temporaire.
Special.....	—	—	149	—	—	Spécial.
Total.....	595	2,139	2,734	—	—	Total.

Salary Groups in 1920.	High Schools. — "High School".	City Schools. — Ecoles de cités.	Rural Municipality Schools. — Ecoles de municipalités rurales.	Rural and Assisted Schools. — Ecoles rurales et subventionnées.	Total.	Traitements en 1920.
Number receiving under \$1,000.....	—	192	177	265	634	Moins de \$1,000.
Over \$1,000 and under \$1,500.....	23	525	327	419	1,294	Plus de \$1,000 et moins de \$1,500.
Over \$1,500 and under \$2,000.....	85	211	49	15	360	Plus de \$1,500 et moins de \$2,000.
Over \$2,000 and under \$2,500.....	60	65	24	2	151	Plus de \$2,000 et moins de \$2,500.
Over \$2,500 and under \$3,000.....	43	20	7	1	71	Plus de \$2,500 et moins de \$3,000.
Over \$3,000 and under \$3,500.....	12	21	1	—	34	Plus de \$3,000 et moins de \$3,500.
Over \$3,500.....	2	1	—	—	3	Plus de \$3,500.

58.—Alberta Publicly Controlled Schools: Teachers by Class of Certificate, Sex and Average Salary during Second Term ended June 30, 1921.

58.—Écoles de l'Alberta sous le contrôle administratif: Instituteurs et institutrices, leur diplôme et la moyenne de leur traitement durant le semestre terminé le 30 juin 1921.

Description.	Class I. Première classe.			Class II. Deuxième classe.			Class III. Troisième classe.			Permit. Surnuméraires.		Pending. Intérimaires.		Special. Spécialistes.	
	Male. Hommes.	Female. Femmes.		Male. Hommes.	Female. Femmes.		Male. Hommes.	Female. Femmes.		Male. Hommes.	Female. Femmes.	Male. Hommes.	Female. Femmes.	Male. Hommes.	Female. Femmes.
Rural Schools:															
Number.....	130	311		322	1,191	121	399		301	469		22	66		
Highest Salary.....	2,300	1,560		1,600	1,080	1,680	1,500		1,500	1,450		1,275	1,500		
Lowest Salary.....	1,020	900		900	840	945	840		840	780		1,050	800		
Average Salary.....	1,259	1,203		1,230	1,195	1,194	1,171		1,136	1,104		1,128	1,120		
Roman Catholic Separate Schools—No.	2	39		10	56	—	3		—	—		—	2		
Highest Salary.....	2,150	1,500		2,100	1,800	—	1,200		—	—		—	1,000		
Lowest Salary.....	2,000	700		700	600	—	840		—	—		—	700		
Average Salary.....	2,075	1,125		1,385	1,071	—	1,013		—	—		—	850		
Town-Schools:															
Number.....	180	327		57	639	3	96		—	—		4	9	33	32
Highest Salary.....	3,500	2,900		2,900	2,400	3,200	1,500		—	—		2,150	1,750	2,900	2,600
Lowest Salary.....	1,100	1,000		1,100	1,000	1,200	900		—	—		1,400	1,000	1,500	750
Average Salary.....	2,294	1,514		1,813	1,339	2,083	1,205		—	—		1,888	1,317	2,347	1,925
Village Schools:															
Number.....	41	45		46	158	8	38		—	4		—	3		
Highest Salary.....	2,400	1,800		1,800	1,920	1,500	1,500		—	840		—	1,300		
Lowest Salary.....	900	840		1,200	945	1,050	780		—	780		—	1,200		
Average Salary.....	1,676	1,309		1,505	1,234	2,181	1,200		—	825		—	1,233		
Consolidated Schools:															
Number.....	37	34		23	98	3	18		3	1		—	5		
Highest Salary.....	2,400	1,800		2,160	1,600	1,500	1,500		1,920	1,200		—	1,320		
Lowest Salary.....	1,300	1,150		1,100	1,000	1,440	1,000		600	1,200		—	600		
Average Salary.....	1,751	1,316		1,540	1,258	1,447	1,174		1,367	1,200		—	1,104		
All Schools:															
Number.....	390	756		458	2,142	135	484		304	474		26	85	33	33
Highest Salary.....	3,500	2,900		2,900	2,400	3,200	1,500		1,500	1,440		2,150	1,750	2,900	2,600
Lowest Salary.....	960	700		2,700	2,600	840	780		600	780		950	600	1,500	650
Average Salary.....	1,804	1,345		1,349	1,240	1,226	1,174		1,139	1,081		1,245	1,145	2,347	1,887

Ecoles rurales:

Nombre.
Maximum du traitement.
Minimum du traitement.
Moyenne du traitement.
Ecoles catholiques séparées: nombre.
Maximum du traitement.
Minimum du traitement.
Moyenne du traitement.

Ecoles urbaines:

Nombre.
Maximum du traitement.
Minimum du traitement.
Moyenne du traitement.
Ecoles de village:

Nombre.
Maximum du traitement.
Minimum du traitement.
Moyenne du traitement.
Ecoles centralisées:

Nombre.
Maximum du traitement.
Minimum du traitement.
Moyenne du traitement.
Toutes écoles:

Nombre.
Maximum du traitement.
Minimum du traitement.
Moyenne du traitement.

10.—TEACHERS IN TRAINING

10.—FORMATION D'INSTITUTEURS

59.—Publicly Controlled Schools in Canada: Number of Teachers in Training in Normal Schools and Colleges by Provinces, 1901-1921.

59.—Écoles sous le contrôle administratif au Canada: Nombre d'élèves instituteurs et d'élèves institutrices dans les écoles normales et les collèges par provinces, 1901-1921.

Year. — Année.	P.E.I. — I. P.-E.	N.S. — N.-E.	N.B. — N.-B.	Que. — Qué.	Ont.	Man.	Sask.	Alta.	B.C. — C.-B.	Total
1901.....	—	240	196	353	—	251	—	—	—	—
1902.....	—	182	269	420	1,922	320	—	—	—	3,113
1903.....	—	145	224	460	1,861	319	—	—	—	3,009
1904.....	—	191	288	392	1,592	390	—	—	—	2,853
1905.....	—	148	285	416	1,685	491	—	—	—	3,025
1906.....	—	154	307	423	2,286	476	188	102	—	3,936
1907.....	—	142	360	467	—	400	132	97	—	—
1908.....	—	161	334	526	1,788	410	229	140	—	3,588
1909.....	—	215	343	715	1,410	448	411	182	—	3,724
1910.....	—	260	358	787	1,510	503	447	218	—	4,083
1911.....	—	268	370	840	1,474	628	241	248	—	4,069
1912.....	—	293	376	836	1,513	—	580	278	—	3,876
1913.....	—	302	358	1,088	1,436	529	643	292	—	4,648
1914.....	—	318	357	1,270	1,563	581	886	364	—	5,339
1915.....	—	355	351	1,312	1,425	672	1,222	601	—	5,938
1916.....	—	388	372	1,357	1,819	737	911	438	—	6,022
1917.....	—	263	372	1,361	1,438	599	1,081	358	335	5,807
1918.....	—	260	287	1,339	1,676	513	621	488	365	5,549
1919.....	—	255	263	1,223	1,659	554	1,058	598	425	6,035
1920.....	220	228	263	1,502	1,959	593	723	694	404	6,586
1921.....	—	241	216	1,376	2,208 ¹	642	—	892	377	—

¹ In addition to these there were 13 extra mural students in model schools.

¹ Pas inclus 13 étudiants externes des écoles modèles.

11.—COST OF SUPPORT OF PUBLICLY CONTROLLED SCHOOLS

11.—COÛT DE L'INSTRUCTION PUBLIQUE

60.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces.

60.—Budgets de l'instruction publique au Canada, par provinces.

PRINCE EDWARD ISLAND—Receipts.—ÎLE DU PRINCE-ÉDOUARD—Recettes.

Year. — Année.	Govern- ment Grant. — Subv. au gouver- nement.	Local Assess- ment. — Taxes locales.	Total.
1911.....	\$ 126,438	\$ 54,738	\$ 181,176
1912.....	179,956	81,685	261,641
1913.....	150,732	56,874	207,606
1914.....	156,503	61,490	217,993
1915.....	168,413	91,258	259,671
1916.....	173,962	70,610	244,572
1917.....	178,607	72,623	251,230
1918.....	173,579	94,968	268,547
1919.....	187,488	98,472	285,960
1920.....	211,618	131,030	342,648
1921.....	244,347	152,431	396,778

¹ Eighteen months.

¹ Dix-huit mois.

DOMINION BUREAU OF STATISTICS

NOVA SCOTIA—Receipts.—NOUVELLE-ECOSSE—Recettes.

Year. — Année.	Govern- ment Grants. — Subventions du gouver- nement.	Municipal Funds. — Fonds municipal.	Local Assess- ment. — Taxes locales.	Total.
	\$	\$	\$	\$
1911.....	378,726	146,821	804,125	1,329,674
1912.....	374,810	147,170	859,284	1,381,264
1913.....	385,734	156,864	944,992	1,487,590
1914.....	388,671	164,980	1,002,967	1,556,618
1915.....	407,213	168,009	1,066,892	1,642,114
1916.....	414,738	168,114	1,037,302	1,620,154
1917.....	432,284	163,535	1,157,907	1,752,726
1918.....	427,484	163,994	1,280,965	1,872,444
1919.....	432,496	204,519	1,460,578	2,097,593
1920.....	485,787	224,025	1,978,242	2,634,763
1921.....	576,591	495,242	2,370,712	3,442,546

NEW BRUNSWICK—Receipts.—NOUVEAU-BRUNSWICK—Recettes.

Year. — Année.	Govern- ment Grants. — Subventions du gouver- nement.	Municipal Funds. — Fonds municipal.	Local Assess- ment. — Taxes locales.	Total.
	\$	\$	\$	\$
1911.....	196,082	90,193	593,073	879,348
1912.....	196,958	93,783	632,384	923,125
1913.....	196,320	97,404	648,479	942,203
1914.....	195,261	96,946	704,476	996,683
1915.....	200,635	97,423	761,753	1,059,811
1916.....	206,486	96,141	844,256	1,146,883
1917.....	204,754	97,284	843,357	1,145,395
1918.....	286,949	97,230	920,567	1,314,746
1919.....	277,996	99,097	1,153,163	1,530,256
1920.....	290,028	103,629	1,364,915	1,758,572
1921.....	352,693	146,003	1,779,926	2,278,622

QUEBEC—Expenditures.—QUÉBEC—Dépenses.

Year. — Année.	Govern- ment Grants. — Subventions du gouver- nement.	Local Assess- ment and other sources. — Taxes locales et autres sources.	Total.
	\$	\$	\$
1911.....	1,065,429	5,729,104	6,794,533
1912.....	1,204,529	6,212,440	7,416,969
1913.....	1,529,006	7,696,765	9,225,771
1914.....	1,724,110	7,172,879	8,896,989
1915.....	1,782,417	9,681,206	11,463,623
1916.....	1,882,838	10,533,769	12,416,607
1917.....	2,068,766	11,887,454	13,956,220
1918.....	2,077,569	12,405,301	14,482,870
1919.....	2,145,976	14,698,708	16,844,684
1920.....	2,334,108	16,867,297	19,201,405

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ONTARIO—Receipts.—ONTARIO—Recettes.

Year. — Année.	Elementary Schools.—Ecoles élémentaires.				Secondary Schools. — Ecoles secondaires.	Grand Total.
	Government Grants. — Subventions du gouver- nement.	Local Assessments. — Taxes locales.	Clergy Reserve Fund and other sources. — Fonds de réserve du clergé et autres sources.	Total.		
	\$	\$	\$	\$	\$	\$
1911.....	892,377	7,826,083	3,778,183	12,496,643	2,180,026	14,676,669
1912.....	842,278	9,478,887	3,936,887	14,258,052	2,709,389	16,967,441
1913.....	778,150	9,856,380	4,025,284	14,659,814	3,686,267	18,146,081
1914.....	760,845	12,608,865	4,069,565	17,439,275	4,857,434	22,296,712
1915.....	849,872	11,810,023	4,089,210	16,749,105	3,352,731	20,101,836
1916.....	831,988	11,010,356	4,237,738	16,080,082	3,380,927	19,461,009
1917.....	907,846	12,193,439	4,168,000	17,269,285	3,412,115	20,681,400
1918.....	970,585	13,114,725	4,278,957	18,364,267	3,241,478	21,605,745
1919.....	1,316,529	14,364,049	6,912,656	22,593,234	3,605,113	26,198,347
1920.....	1,612,837	18,766,800	9,413,521	29,793,158	3,086,440	32,879,598

ONTARIO—Expenditure.—ONTARIO—Dépenses.

Year. — Année.	Elementary Schools.—Ecoles élémentaires.					Secondary Schools. — Ecoles secondaires.	Grand Total.
	Teachers' Salaries. — Traitement des instituteurs.	Sites and building School- houses. — Achat d'empla- cements et construction d'écoles.	Maps, apparatus, prizes, etc. — Cartes, appareils, prix, etc.	Rent, repairs, fuel and other expenses. — Loyer, réparations, chauffage et autres dépenses.	Total.		
	\$	\$	\$	\$	\$	\$	\$
1911.....	5,610,213	2,164,459	139,229	1,990,383	9,904,284	2,200,138	12,104,422
1912.....	6,109,547	2,777,960	167,755	2,218,698	11,273,960	2,218,148	13,492,108
1913.....	6,648,255	2,869,830	149,167	2,658,655	12,325,907	2,942,384	15,268,291
1914.....	7,203,034	4,626,030	167,283	2,854,621	14,850,968	3,739,065	18,590,533
1915.....	7,614,110	3,551,951	177,038	2,914,377	14,267,476	2,781,768	17,049,244
1916.....	7,929,490	2,332,110	192,232	2,998,093	13,351,905	2,794,402	16,146,307
1917.....	8,398,450	1,987,644	290,207	3,435,534	14,111,835	2,743,596	16,855,431
1918.....	9,027,151	1,242,642	169,136	4,737,794	15,176,723	3,412,167	18,588,890
1919.....	10,160,399	2,870,349	302,046	5,518,833	18,851,627	3,795,816	22,647,443
1920.....	13,070,038	4,792,571	333,288	7,020,615	25,216,512	5,409,923	30,626,435

MANITOBA—Receipts—Recettes.

Year. — Année.	Legislative grant. — Subventions du gouver- nement.	Municipal taxes. — Taxes municipales	Deben- tures. — Emissions d'obliga- tions.	Promissory notes. — Emprunts sur billets.	Sundries. — Diverses.	Balance from previous years. — Report des années précédentes.	Total.
	\$	\$	\$	\$	\$	\$	\$
1911.....	325,410	1,847,380	1,318,068	1,275,239	76,172	399,539	5,241,808
1913.....	351,745	2,198,459	987,457	960,215	213,283	302,407	5,013,566
1914.....	390,582	2,673,449	1,545,042	396,459	150,429	518,388	5,674,349
1915.....	468,335	3,047,670	1,738,926	2,071,397	122,974	466,837	7,916,139
1916.....	503,774	3,296,667	344,673	2,080,204	239,176	609,982	7,074,476
1917.....	522,293	3,445,239	321,370	947,486	108,046	376,318	5,720,752
1918.....	616,977	3,736,452	240,855	1,142,289	133,111	416,194	6,285,878
1919.....	589,147	4,200,519	188,931	1,165,751	264,710	508,348	6,917,406
1920.....	691,981	4,947,186	402,181	2,208,019	432,110	436,168	9,117,644
1921.....	822,186	6,922,864	2,250,073	2,773,212	280,644	457,312	13,506,292

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MANITOBA—Expenditure.—Dépenses.

Year. Année.	Teachers' Salaries. — Traitements des instituteurs.	Building, etc. — Constructions etc.	Fuel. — Chauffage.	Repairs and caretaking. — Réparations et concierges.	Salary of Sec.-Treas. — Appointe- ments des sec.-trésoriers
	\$	\$	\$	\$	\$
1911.....	1,452,630	1,199,288	109,299	167,734	29,218
1913.....	1,734,854	1,420,882	99,918	132,222	32,493
1914.....	1,861,809	1,426,758	146,664	242,270	37,684
1915.....	2,066,440	1,358,533	110,049	379,318	65,025
1916.....	2,195,226	823,266	165,697	358,315	41,530
1917.....	2,314,006	382,988	171,462	385,226	19,806
1918.....	2,332,840	440,211	197,258	418,660	46,249
1919.....	2,648,320	556,072	243,155	372,323	51,553
1920.....	3,296,035	958,933	354,076	479,192	96,086
1921.....	4,335,529	2,081,176	393,160	741,058	91,412

Year. Année.	Principal of Debentures. — Capital de la dette consolidée.	Interest on Debentures. — Intérêt sur obligations.	Promissory Notes. — Billets payés.	Other Expenditures. — Diverses.	Total.
	\$	\$	\$	\$	\$
1911.....	131,975	144,735	1,590,565	199,446	5,024,890
1913.....	249,030	96,979	838,162	387,255	5,036,795
1914.....	230,523	250,392	1,412,515	471,105	6,079,720
1915.....	184,910	344,476	2,260,906	347,241	7,118,898
1916.....	194,257	409,193	2,132,286	338,459	6,658,229
1917.....	241,223	155,619	1,196,806	466,166	5,333,302
1918.....	360,134	357,409	1,055,581	651,031	5,909,383
1919.....	391,332	400,754	1,305,433	649,888	6,618,740
1920.....	347,356	439,946	1,802,294	1,053,174	8,827,092
1921.....	420,323	496,565	3,049,437	1,470,545	13,079,205

SASKATCHEWAN—Receipts.—Recettes.

Year. Année.	Elementary Schools. — Ecoles élémentaires.					Secondary Schools. — Ecoles secondaires.		Grand Total. — Grand Total.
	Government Grants. — Subven- tions du gouverne- ment.	Local Assess- ments. — Taxes locales.	Proceeds of Debentures. — Emissions d'obliga- tions.	Other Sources. — Autres sources.	Total	Government Grants. — Subven- tions du gouverne- ment.	Total. ¹	
	\$	\$	\$	\$	\$	\$	\$	\$
1911.....	555,438	1,519,528	659,270	1,295,556	4,029,792	—	—	4,029,792
1912.....	622,088	1,929,345	1,430,603	2,048,577	6,030,613	36,945	242,148	6,272,761
1913.....	722,002	2,913,135	2,075,375	2,649,910	8,360,422	42,163	461,260	8,821,682
1914.....	867,590	4,451,326	1,037,587	2,180,074	8,536,577	53,019	483,834	9,020,411
1915.....	980,296	3,997,392	1,009,025	2,441,780	8,428,493	70,349	512,334	8,940,827
1916.....	969,709	4,694,242	649,300	2,999,443	9,312,694	77,158	593,144	9,905,838
1917.....	1,104,156	4,954,200	—	4,213,371	10,271,727	83,496	704,485	10,976,212
1918.....	1,162,490	5,618,192	455,777	1,874,459	9,110,925	90,793	276,161	9,387,086
1919.....	1,255,094	7,121,046	1,105,602	2,012,422	11,494,164	83,925	355,741	11,849,905
1920.....	1,229,934	8,826,175	1,516,765	2,341,770	13,914,643	107,133	444,791	14,359,434

¹This item in 1918, 1919 and 1920 does not include money borrowed by note. The total receipts for secondary schools was included in that of the elementary schools up to 1912.

Jusqu'en 1912 les recettes des écoles secondaires figurent avec celles des écoles élémentaires. En 1918, 1919 et 1920, le montant des billets souscrits est exclu des totaux.

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SASKATCHEWAN—Expenditure.—Dépenses.

Year. Année.	Elementary Schools. Ecoles élémentaires.							Secondary Schools. Ecoles secondaires.		
	Teachers' Salaries.	Officials' Salaries.	Paid on Debentures.	Paid on Notes (renewals and interest).	School buildings and repairs.	Care-taking and fuel.	Total Expenditure.	Teachers' Salaries.	Total. ¹	Grand
	Traitements des instituteurs.	Appointement du personnel.	Remboursements d'obligations.	Renouvellement de billets et intérêts.	Construction et réparation d'école.	Chauffage et concierges.	Total des dépenses.	Traitements des instituteurs.		
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
1911.....	1,298,925	84,603	399,951	1,071,783	619,601	172,993	3,990,036	—	—	3,990,036
1912.....	1,596,616	94,358	455,949	1,320,705	1,149,986	202,531	5,931,844	94,481	312,536	6,244,380
1913.....	2,059,456	130,728	678,430	2,605,280	1,898,101	294,710	8,327,179	131,414	460,725	8,787,904
1914.....	2,588,669	169,491	975,508	2,317,158	1,429,173	369,802	8,588,462	157,850	483,834	9,072,296
1915.....	2,817,412	—	—	—	1,253,187	—	8,163,897	150,808	501,960	8,665,857
1916.....	2,956,666	—	—	—	1,105,765	—	9,211,397	157,850	580,628	9,792,018
1917.....	3,303,929	—	—	—	1,136,599	—	10,117,716	175,098	686,392	10,804,108
1918.....	3,831,942	—	1,020,574	1,588,995	845,974	—	190,085	209,085	293,110	9,477,085
1919.....	4,813,000	—	809,999	1,737,892	1,369,833	—	11,370,083	235,460	350,685	11,720,768
1920.....	5,940,869	—	813,266	2,178,134	1,928,150	—	14,141,198	325,497	468,477	14,609,675

¹The secondary schools expenditure was included in that of the elementary schools until 1912. The items for 1918, 1919 and 1920 do not include promissory notes.

¹Jusqu'en 1912 les dépenses des écoles secondaires figurent avec celles des écoles élémentaires. En 1918, 1919 et 1920, le montant des billets souscrits est exclu du total.

ALBERTA—Receipts.—Recettes.

Year. Année.	Government Grants. Subventions du gouvernement.	Local Assessments. Taxes locales.	Proceeds of Debentures. Emissions d'obligations.	Borrowed by Note. Emprunts sur billets.	Other Sources. D'autres sources.	Total.
	\$	\$	\$	\$	\$	\$
1911.....	432,877	1,575,412	1,481,173	1,461,208	120,363	5,071,033
1912.....	414,116	1,793,480	1,491,498	2,665,063	262,761	6,626,918
1913.....	461,289	2,901,214	3,497,863	1,959,495	228,650	9,048,511
1914.....	507,682	3,028,776	966,350	2,771,380	279,324	7,553,512
1915.....	540,325	3,733,323	951,205	2,473,976	258,865	7,957,604
1916.....	553,141	3,749,007	155,883	1,105,538	1,203,814	6,767,383
1917.....	652,557	3,657,510	268,102	1,451,229	497,479	6,526,878
1918.....	625,830	5,132,232	433,126	1,173,546	195,990	7,560,724
1919.....	713,083	5,601,713	655,960	1,388,000	410,236	8,768,992
1920.....	885,524	6,894,401	865,195	1,948,257	279,776	10,873,153
1921.....	1,146,722	7,432,936	814,008	2,321,144	323,242	12,038,052

ALBERTA—Expenditure.—Dépenses.

Year. Année.	Teachers' Salaries. Traitements des instituteurs.	Officials' Salaries. Appointement du personnel.	Paid on Debentures. Remboursement d'obligations.	Paid on Notes (renewals and interest). Renouvellement de billets et intérêts.	School buildings and repairs. Bâtiments scolaires et réparations.	Other Expenditure. Autres dépenses.	Total Expenditure. Total des dépenses.
	\$	\$	\$	\$	\$	\$	\$
1911.....	1,144,584	87,409	408,442	1,309,134	1,223,142	853,062	5,025,773
1912.....	1,411,201	114,382	482,906	2,021,030	1,526,001	1,111,762	6,667,282
1913.....	1,672,526	180,165	594,051	3,160,030	1,816,203	1,261,211	8,684,186
1914.....	2,050,697	179,453	815,062	2,350,462	1,324,470	1,114,747	7,834,891
1915.....	2,244,964	185,616	1,065,437	2,731,279	443,641	1,294,533	7,965,470
1916.....	2,421,404	230,931	956,563	1,266,884	325,297	920,535	6,121,614
1917.....	2,620,085	193,484	1,100,181	1,068,058	414,105	1,199,649	6,595,562
1918.....	2,860,352	198,870	1,054,044	1,598,757	604,891	1,179,777	7,496,691
1919.....	3,560,318	225,242	1,051,171	1,503,944	765,934	1,698,920	8,805,529
1920.....	4,371,508	258,249	1,053,328	1,785,432	1,092,863	2,082,949	10,644,329
1921.....	5,213,011	298,003	1,141,660	2,218,782	1,120,851	2,142,181	12,134,488

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BRITISH COLUMBIA—Expenditure.
—
COLOMBIE BRITANNIQUE—Dépenses.

Year. — Année.	Provincial Government. — Gouvernement provincial.	Cities, Muni- cipalities, Rural and Assisted Schools. — Ecoles de cités et villes, rurales et sub- ventionnées.	Total.
	\$	\$	\$
1911.....	1,001,808	1,639,714	2,641,522
1912.....	1,151,715	2,730,773	3,882,488
1913.....	1,663,003	2,995,892	4,658,895
1914.....	1,885,654	2,749,223	4,634,877
1915.....	1,607,651	2,309,795	3,917,446
1916.....	1,591,322	1,625,038	3,216,350
1917.....	1,600,125	1,637,539	3,237,664
1918.....	1,653,797	1,865,218	3,519,015
1919.....	1,791,154	2,437,566	4,228,720
1920.....	2,155,935	3,314,246	5,470,180
1921.....	2,931,572	4,238,458	7,170,030

61.—Canadian Publicly Controlled Schools: Cost per Pupil enrolled, by Provinces, 1911-1921.

61.—Écoles du Canada sous le contrôle administratif: Coût par élève inscrit par provinces, 1911-21.

Year. — Année.	P.E.I. — I.P.-E.	N.S. — N.-E.	N.B. — N.-B.	Que. — Qué.	Ont. — Ont.	Man. ¹ — Man. ¹	Sask. ¹ — Sask. ¹	Alta. ¹ — Alta. ¹	B.C. — C.-B.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1911.....	9 49	12 89	12 75	16 55	23 26	42 46	40 39	—	53 42
1912.....	13 92	13 28	13 34	17 55	25 50	—	54 02	—	74 39
1913.....	11 10	14 13	13 52	21 23	27 96	50 18	60 93	40 19	81 19
1914.....	12 06	14 63	14 11	19 36	32 81	49 70	59 27	46 43	74 81
1915.....	14 11	15 24	14 71	24 35	29 74	48 11	—	44 69	60 96
1916.....	13 24	14 84	15 70	25 30	28 57	43 60	—	44 09	49 81
1917.....	13 81	16 08	15 90	28 49	29 74	38 80	—	45 39	49 72
1918.....	14 43	17 29	18 50	29 38	31 43	44 16	52 12	46 81	52 12
1919.....	16 25	19 60	21 54	34 65	38 73	46 34	60 79	52 89	58 73
1920.....	17 87	25 00	24 09	36 00	47 57	54 09	71 07	58 06	69 03
1921.....	20 80	31 44	30 91	40 35	—	74 48	—	—	83 42

¹Money borrowed by note not included in expenditure.
¹L'argent emprunté sur billets est exclu des dépenses.

62.—Canadian Publicly Controlled Schools: Cost per Pupil in Average Attendance, by Provinces, 1911-1921.

62.—Écoles du Canada sous le contrôle administratif: Coût par élève présent à l'école, par provinces, 1911-1921.

Year. — Année.	P.E.I. — I.P.-E.	N.S. — N.-E.	N.B. — N.-B.	Qué. — Qué.	Ont. — Ont.	Man. — Man.	Sask. — Sask.	Alta. — Alta.	B.C. — C.-B.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1911.....	16 18	21 70	20 54	21 35	38 59	75 42	76 21	—	74 95
1912.....	21 68	21 70	21 13	22 32	41 60	—	89 57	—	103 35
1913.....	17 71	22 64	21 22	26 61	44 85	87 18	110 58	69 90	108 08
1914.....	19 51	23 37	22 37	24 37	52 02	79 44	103 84	76 55	94 34
1915.....	22 20	23 34	22 12	30 23	45 12	71 28	—	71 16	74 59
1916.....	21 44	23 40	23 85	31 47	44 04	68 02	—	72 53	63 22
1917.....	22 19	25 01	24 43	35 93	45 61	59 75	—	74 82	61 58
1918.....	22 75	27 56	28 56	37 21	54 04	69 22	86 66	75 87	64 28
1919.....	26 21	32 01	34 97	46 06	58 25	73 82	97 79	85 99	74 59
1920.....	28 22	40 67	37 46	47 88	72 66	80 00	116 20	95 63	91 49
1921.....	31 82	47 04	45 81	—	—	111 56	—	—	104 68

12.—HIGHER EDUCATION—ENSEIGNEMENT SUPÉRIEUR

63.—Universities of Canada: Foundation, Affiliation, Faculties, and Degrees.

Name and Address.	Date of		Affiliation to other Universities.	Faculties.	Degrees.
	Original Foundation.	Present Charter.			
University of St. Dunstan's, Charlottetown, P.E.I.	1855	—	Laval.	Arts, Preparatory Commercial and Theology	B.L., B.A., B.Sc., Ph.M.
University of Kings' College, Windsor, N.S.	1789	1802	Oxford and Cambridge.	Arts, Law, Science, Divinity.	B.A., M.A., B.Sc., D.Sc., M.Sc., B.C.L., D.C.L., B.D., D.D.
Dalhousie University, Halifax, N.S.	1818	1863	Oxford and Cambridge.	Arts and Science, Law, Medicine and Dentistry.	B.A., M.A., B.Sc., L.Mus., M.Sc., B.Mus., Phm.B., LL.B., M.D., C.M., D.D.S., LL.D. (Hon.).
Acadia University, Wolfville, N.S.	1838	1840	Oxford, Dalhousie and McGill, Nova Scotia Technical.	Arts, Divinity, Law, Science, Applied Science, Literature.	B.A., B.Sc., B.Th., and M.A.
University of St. Francis Xavier, Antigonish, N.S.	1855	1909	—	Arts, Science, Engineering, Law.	B.A., M.A., B.Sc., L.L.D.
University of New Brunswick, Fredericton, N.B.	1800	1860	Oxford, Cambridge, Dublin, McGill.	Arts, Applied Science, Partial Course in Law.	B.A., M.A., B.Sc., Civil Engineering, Electrical Engineering, Forestry, D.Sc.
Mount Allison University, Sackville, N.B.	1858	1886-1913	Dalhousie, Oxford and Cambridge.	Arts, Theology, Engineering.	B.A., M.A., B.Sc., B.D.
University of St. Joseph's College, St. Joseph, N.B.	1864	1898	Oxford.	Arts, Science.	B.A., B.S., B.L., B.C.S., M.A.
McGill University, Montreal, Que.	1821	1852	Acadia, Mount Allison, St. Francis Xavier, Alberta, are affiliated to McGill in the Faculty of Applied Science.	Arts, Applied Science, Law, Medicine Agriculture.	B.A., M.A., B.C.L., D.C.L., LL.D., B.Sc., D.Sc., D.D.S., M.Sc., Mus. Bac., Mus. Doc., B.S.A., D.Sc., B.Arch., M.D., C.M., D.Litt., Ph.D., LL.B., LL.M., B.Com., B.H.S.
University of Bishop's College, Lennoxville, Que.	1843	1853	Oxford and Cambridge.	Arts, Divinity, Medicine and Law.	B.A., M.A., B.D., D.D., D.C.L., Mus. Bac., Mus. Doc., L.S.T.
Laval University, Quebec, Que.	1852	1852	—	Theology, Law, Medicine, Arts.	M.A., B.A., B.S., B.L., Ph.D., Ph.L., Ph.B., M.D., M.B., LL.B., LL.L., LL.D., D.B., D.L., D.D., C.L.B., C.L.L., C.L.D.
University of Montreal, Montreal, Que.	1878	1920	—	Theology, Law, Medicine, Arts, Domestic Science, Drawing, Religious and Profane Music.	Bachelor, Licenciata, Doctor.
University of Toronto, Toronto, Ont.	1827	1906	Oxford, Cambridge and Dublin.	Arts, Medicine, Applied Science, Engineering, Agriculture, Forestry, Education, Household Science.	B.A., M.A., Ph.D., LL.B., LL.M., LL.D., Mus. Bac., Mus. Doc., M.B., M.D., B.A.Sc., M.A.Sc., C.E., E.E., M.E., B.Paed., D.Paed., B.S.A., B.Sc.A., B.Sc.F., F.E., D.D.S., Phm. B., B.V.Sc., D.V.Sc.

DOMINION BUREAU OF STATISTICS

63.—Universities of Canada: Foundation, Affiliation, Faculties and Degrees.

Name and Address.	Date of		Affiliation to other Universities.	Faculties.	Degrees.
	Original Foundation.	Present Charter.			
Victoria University, Toronto, Ont.	1836	1836	Toronto.	Arts and Theology.	B.D., D.D.
University of Trinity College, Toronto, Ont.	1851	1852	Toronto.	Arts and Divinity.	L.Th., B.D., D.D.
Western University, London, Ont.	1878	1908	—	Arts, Medicine and Public Health, Music.	B.A., M.A., M.D., LL.D., D.Sc., D.P.H. Mus. Bach.
Queen's University, Kingston, Ont.	1841	1841	—	Arts, Science, Engineering, Medicine, Theology.	B.A., M.A., B.Sc., D.Sc., M.Sc., M.D., M.B., LL.D., B.D., D.D., B. Paed., D. Paed., B. Com.
University of Ottawa, Ottawa, Ont.	1849	1866	—	Theology, Philosophy, Law, Arts and Commercial.	LL.D., D.D., B.Ph., D.Ph., B.A., M.A.
McMaster University, Toronto, Ont.	1857	1887	Oxford, Cambridge, London.	Arts, Theology.	B.A., M.A., B.Sc., B.Th., B.D.
University of Manitoba, Winnipeg, Man.	1877	1877	—	Arts, Science, Law, Medicine, Engineering, Architecture, Pharmacy, Agriculture.	B.A., M.A., B.Sc., M.D., C.M., B.C.E., E.E.E., M.C.E., M.E.E., B.M.E., B.Arch. Phm. B., B.S.A., LL.B., LL.D.
University of Saskatchewan, Saskatoon, Sask.	1907	1907	Oxford.	Arts, Science, Law, Agriculture, Engineering, Pharmacy, Accounting, Education, Veterinary Medicine.	B.A., B.Sc., B.S.A., B.E., LL.B., M.A., M.Sc.
University of Alberta, Edmonton, Alberta.	1906	1910	Oxford, McGill and Toronto.	Arts and Sciences, Applied Science, Agriculture, Medicine, Dentistry, Law, Schools of pharmacy and Accountancy.	B.A., B.Sc., M.A., B.S.A., M.Sc., LL.B., Phm. B., B.D. LL.D.
University of British Columbia, Vancouver, B.C.	1907	1908	—	Arts, Applied Science and Agriculture.	B.A., B.Sc.

63.—Universités canadiennes : fondation, affiliation, facultés et diplômes.

Nom et siège.	Date de la		Affiliation à d'autres universités.	Facultés.	Diplômes.
	Fonda- tion.	Charte actuelle.			
Université St. Dunstan, Charlottetown, I.P.E.	1855	—	Laval	Lettres, cours prépara- toires, Commerce et Théologie.	B.C., B.A., B.Sc., Ph.m.
Université de King's College, Windsor, N.-E.	1789	1802	Oxford et Cam- bridge.	Lettres, droit, sciences, théologie.	B.A., M.A., B.Sc., D.Sc., M.Sc., B.C.L., D.C.L., B.D., D.D.
Université Dalhousie, Hali- fax.	1818	1863	Oxford et Cam- bridge.	Lettres et sciences, droit médecine et art den- taire.	B.A., M.A., B.Sc., L. Mus., M.Sc., B. Mus., Phm.B., LL.B., M.D., C.M., D.D.S., LL.D., (Hon.)
Université Acadia, Wolfville, N.-E.	1838	1840	Oxford, Dalhousie et McGill, Collège Technique de la N.-E.	Lettres, théologie, droit, sciences, sciences ap- pliquées, littérature.	B.A., B.Sc., B.Th. et M.A.
Université de St-François- Xavier, Antigonish, N.-E.	1855	1909	—	Lettres, sciences, génie civil, droit.	B.A., M.A., B.Sc., LL.D.
Université du Nouveau-Bruns- wick, Fredericton, N.-B.	1800	1860	Oxford, Cambridge, Dublin, McGill.	Lettres, sciences appli- quées, droit (partielle- ment).	B.A., M.A., B.Sc., pour ingénieurs civils, élec- triciens ou forestiers, D.Sc.
Université Mount Allison, Sackville, N.-B.	1858	1886-1913	Dalhousie, Oxford et Cambridge.	Lettres, théologie, génie civil.	B.A., M.A., B.Sc., B.D.
Université du Collège St- Joseph, St-Joseph, N.-B.	1864	1898	Oxford.	Lettres, sciences.	B.A., B.S., B.L., B.C.S., M.A.
Université McGill, Montréal, Qué.	1821	1852	Les universités Aca- dia, Mt. Allison, St-François-Xa- vier et Alberta sont affiliées à la Faculté des scien- ces appliquées de McGill.	Lettres, sciences appli- quées, droit, médecine, agriculture.	B.A., M.A., B.C.L., D.C.L., LL.D., B.Sc., D.Sc., D.D.S., M.Sc., B.Mus., D. Mus., B. S.A., D.Sc., B. Arch., M.D., C.M., D. Litt., Ph.D. LL.B., LL.M., B., Com., B.H.S.
Université Bishop's College, Lennoxville, Qué.	1843	1853	Oxford et Cam- bridge.	Lettres, théologie, mé- decine, droit.	B.A., M.A. B.D., D.D., D.C.L., Mus. Bac., Mus. Doc., L.S.T.
Université Laval, Québec, Qué.	1852	1852	—	Théologie, droit, mé- decine, lettres.	M.A., B.A., B.S., B.L., Ph.D., Ph.L., Ph.B., M.D., M.B., LL.B., LL.L., LL.D., D.B., D.L., D.D., C.L.B., C.L.L., C.L.D.
Université de Montréal, Montréal, Qué.	1878	1920	—	Théologie, droit, méde- cine, lettres, sciences ménagères, dessin, mu- sique religieuse et pro- fane.	Bachelier, licencié, doc- teur.
Université de Toronto, Tor- onto, Ont.	1827	Loi de 1906	Oxford, Cambridge et Dublin.	Lettres, médecine, scien- ces appliquées, génie civil, agriculture, syl- viculture, pédagogie, science ménagère.	B.A., M.A., Ph.D., LL. B., LL.M., LL.D., Mus. Bac., Mus. Doc., M.B., M.D., B.A.Sc., M.A.Sc., C.E., E.E., M.E., B. Pæd., D. Pæd., B.S.A., B.Sc.A. B.Sc.F., F.E., D.D.S., Phm. B., V.B.Sc., D.V.Sc.

63.—Universités canadiennes: fondation, affiliation, facultés et diplômes—Fin.

Nom et siège.	Date de la		Affiliation à d'autres universités.	Facultés.	Diplômes.
	Fonda- tion.	Charte actuelle.			
Université Victoria, Toronto.	1836	1836	Toronto.	Lettres, théologie.	B.D., D.D.
Université Trinity College, Toronto, Ont.	1851	1852	Toronto.	Lettres, théologie.	L.Th., B.D., D.D.
Université Western, London, Ont.	1878	1908	—	Lettres, médecine et hygiène publique, mu- sique.	B.A., M.A., M.D., LL.D., D.Sc., D.P.H., Mus. Bach.
Université Queen's, Kingston, Ont.	1841	1841	—	Lettres, sciences, génie civil, médecine, théo- logie.	B.A., M.A., B.Sc., D.Sc., M.Sc., M.D., M.B., LL.D., B.D., D.D., B.Paed., D. Paed., B. Com.
Université d'Ottawa, Ott- awa, Ont.	1849	1866	—	Théologie, philosophie, droit, lettres et com- merce.	LL.D., D.D., B.Ph., D.Ph., B.A., M.A.
Université McMaster, Tor- onto, Ont.	1857	1887	Oxford, Cambridge, Londres.	Lettres, théologie.	B.A., M.A., B.Sc., B.Th., B.D.
Université du Manitoba, Win- nipeg, Man.	1877	1877	—	Lettres, sciences, droit, médecine, génie civil, architecture, pharma- cie, agriculture.	B.A., M.A., B.Sc., M.D., C.M., B.C.E., B.E.E., M.C.E., M. E.E., B.M.E., B. Arch. Phm. B., B.S.A., LL. B., LL.D.
Université de la Saskatche- wan, Saskatoon, Sask.	1907	1907	Oxford.	Lettres, sciences, droit, agriculture, génie civil, pharmacie, comptabi- lité, pédagogie, méde- cine vétérinaire.	B.A., B.Sc., B.S.A., B.E., LL.B., M.A., M.Sc.
Université de l'Alberta, Ed- monton, Alberta.	1906	1910	Oxford, McGill et Toronto.	Lettres et sciences, scien- ces appliquées, agricul- ture, médecine, art dentaire, droit, écoles de pharmacie et de comptabilité.	B.A., B.Sc., M.A., B.S.A., M.Sc., LL.B., Phm. B., B.D., LL.D.
Université de la Colombie Britannique, Vancouver, C.-B.	1907	1908	—	Lettres, sciences appli- quées et agriculture.	B.A., B.Sc.

64.—Universities of Canada: Number of Teaching Staff in the Various Faculties, 1920-1921.
64.—Universités du Canada: Personnel d'enseignement dans les différentes facultés, 1920-1921.

Name and Address of University. Nom et siège.	Sex. — Sexe.	Professors and Instructors.—Professeurs Instituteurs.										Total (excluding duplicates). Total (sans double emploi.)
		Arts and Science. Lettres et Sc.	Engineer- ing. Génie.	Law. Droit.	Medicine, Médecine.	Phar- macy. Pharma- cie.	Theo- logy. Théolo- gie.	All others Tous autres.	Total (excluding duplicates). Total (sans double emploi.)			
									M.—H.	F.—F.		
St. Dunstan's University, Charlottetown, P.E.I.....	M.	14	—	—	—	—	—	—	14	—	14	
University of King's College, Windsor, N.S.....	F.	13	2	9	—	—	4	—	22	1	23	
Dalhousie University, Halifax, N.S.....	M.	20	—	17	39	—	—	46	92	1	93	
Acadia University, Wolfville, N.S.....	F.	17	3	—	—	—	3	—	23	1	24	
University of St. Francis Xavier, Antigonish, N.S.....	F.	1	6	—	—	—	—	4	15	—	15	
University of New Brunswick, Fredericton, N.B.....	F.	5	—	—	—	—	—	2	14	—	14	
University of Mt. Allison, Sackville, N.B.....	M.	9	3	3	—	—	4	7	21	—	21	
University of St. Joseph's College, St. John, N.B.....	M.	20	9	—	—	—	—	—	36	—	36	
McGill University, Montreal, Que.....	M.	36	—	—	—	—	—	—	307	37	344	
Bishop's College, Lennoxville, Que.....	F.	40	42	17	120	7	—	88	30	9	9	
University of Laval, Que. Que.....	F.	6	—	—	1	—	4	—	9	—	9	
University of Montreal, Montreal, Que.....	M.	636	—	19	25	3	13	34	698	118	816	
University of Toronto, Toronto, Ont.....	F.	112	25	17	82	6	15	105	282	110	392	
Victoria University, Toronto, Ont.....	M.	22	—	—	—	—	—	110	509	50	559	
University of Trinity College, Toronto, Ont.....	M.	168	78	—	201	—	—	125	29	2	31	
Western University, London, Ont.....	M.	23	1	—	3	—	11	20	22	3	25	
Queen's University, Kingston, Ont.....	M.	29	—	—	—	—	12	—	73	2	75	
University of Ottawa, Ottawa, Ont.....	F.	3	—	—	50	—	—	17	166	3	169	
McMaster University, Toronto, Ont.....	F.	75	66	—	47	—	5	102	87	84	171	
University of Manitoba, Winnipeg, Man.....	F.	84	—	—	—	—	12	18	22	—	22	
University of Saskatchewan, Saskatoon, Sask.....	M.	14	—	—	—	—	7	—	22	—	22	
University of Alberta, Edmonton, Alberta.....	M.	45	10	12	106	1	—	16	187	11	198	
University of British Columbia, Vancouver, B.C.....	M.	33	7	6	—	2	—	45	62	18	80	
Total.....		1,621	278	120	689	31	93	792	2,865	467	3,322	

65.—Universities of Canada: Number of Students in the Various Faculties, 1920-21.

65.—Universités Canadiennes: Etudiants dans les différentes facultés, 1920-21.

Name and Address of University — Nom et Siège.	Sex. — Sexe.	Courses leading to matriculation and other preparatory courses. Préparation au baccalauréat et autres cours préparatoires.	Arts, Pure Science Philosophy, etc.		Agriculture.	Architecture.	Banking.	Système bancaire.	Commerce.	Dentistry.	Art dentaire.	Education.	Pédagogie.	Engineering.	Génie civil.	Applied Science—Unspecified.	Sciences appliquées—non spécifiées.	Forestry.	Sylviculture.
			Lettres, Science, Philo- sophie, etc.																
			Undergraduate Courses.	Graduate Courses.															
			Undergraduate Courses.	Graduate Courses.															
1 St. Dunstan's University, Charlottetown, P.E.I.	M.	146	95	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2 University of King's College, Windsor, N.S.	F.	51	7	—	—	—	—	—	—	—	—	—	—	—	—	18	—	—	—
3 Dalhousie University, Halifax, N.S.	M.	22	168	6	—	—	—	—	6	52	—	—	—	—	55	—	—	—	—
4 Acadia University, Wolfville, N.S.	F.	—	124	1	—	—	—	—	2	3	—	—	—	—	—	—	—	—	—
5 University of St. Francis Xavier, Antigonish, N.S.	M.	102	160	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
6 University of New Brunswick, Fredericton, N.B.	F.	—	88	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
7 University of Mt. Allison, Sackville, N.B.	M.	—	141	—	—	—	—	—	—	—	—	—	—	—	24	—	—	—	—
8 University of St. Joseph's College, St. Joseph, N.B.	F.	—	29	—	—	—	—	—	—	—	—	—	—	—	5	—	—	—	32
9 McGill University, Montreal, Que.	M.	—	28	—	—	—	—	—	—	—	—	—	—	—	51	—	—	—	—
10 University of Bishop's College, Lennoxville, Que.	F.	—	93	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
11 Laval University, Quebec, Que.	M.	339	61	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
12 University of Montreal, Montreal, Que.	F.	—	300	38	126	17	151	120	—	659	—	—	—	—	—	—	—	—	—
13 University of Toronto, Toronto, Ont.	M.	3	237	12	3	—	3	—	—	—	—	—	—	—	—	—	—	—	—
14 Victoria University, Toronto, Ont.	F.	—	25	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
15 University of Trinity College, Toronto, Ont.	M.	6,610	26	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16 Western University, London, Ont.	F.	658	1,985	37	79	—	—	—	—	—	—	—	—	—	—	—	—	—	18
17 Queen's University, Kingston, Ont.	M.	—	—	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
18 University of Ottawa, Ottawa, Ont.	F.	—	39	110	16	—	209	170	26	123	—	—	—	—	—	—	—	—	—
19 McMaster University, Toronto, Ont.	M.	—	672 ²	81	—	—	—	21	8	—	—	—	—	—	—	—	—	—	—
20 University of Manitoba, Winnipeg, Man.	F.	—	1,286	113	—	—	—	—	150	805	—	—	—	—	—	—	—	—	55
21 University of Saskatchewan, Saskatoon, Sask.	M.	—	918	50	—	—	—	—	76	1	—	—	—	—	—	—	—	—	—
22 University of Alberta, Edmonton, Alta.	F.	—	204	167	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
23 University of British Columbia, Vancouver, B.C.	M.	—	223	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	F.	—	75	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	M.	—	51	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	F.	—	91	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	M.	—	101	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	F.	—	234	11	—	—	380	29	—	397	—	—	—	—	—	—	—	—	—
	M.	—	212	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	F.	—	178	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	M.	752	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	F.	1,732	141	29	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	M.	—	82	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	F.	—	334	10	—	7	—	215	—	116	—	—	—	—	—	—	—	—	—
	M.	—	179	6	—	—	—	14	—	—	—	—	—	—	—	—	—	—	—
	F.	—	208	8	—	176	—	—	—	—	—	—	—	—	—	—	—	—	—
	M.	—	109	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	F.	—	199	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	M.	—	167	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	F.	—	313	10	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	M.	—	363	5	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total by sex.....	M.	8,003	6,437	476	284	295	380	610	342	176	2,407	199	105						
	F.	2,412	3,038	214	6	—	—	19	24	84	1	1	—						
Grand total.....		10,415	10,147 ²	690	290	295	380	629	366	260	2,408	200	105						

¹ 53 Students at St. Francis Xavier and 197 at British Columbia were not specified by sex. They are included in the Grand Total.

² 672 undergraduate students in Colleges Annexed to University of Montreal were not specified by Sex, but are included in totals by sex and grand total.

³ Exclusive of 407 men and 232 women registered at Victoria and Trinity as well as at Toronto with which they are in federation. These should be deducted from the 10,147 in undergraduate and 690 in graduate courses in Arts, Pure Science, etc. also from the 657 in Theology. Their exact distribution among these three faculties cannot, be stated, but approximately 369 men and 232 women may be deducted from the number of undergraduate students; 25 men for the graduate and 13 from the theological.

66.—Universities of Canada: Number of Students by Academic Years, 1920-21.

66.—Universités canadiennes: nombre d'étudiants par années académiques, 1920-21.

University. Université.	Prepara- tory. Prépara- toire.	1st Year. Pre- mière année.	2nd Year. Deux- ième année.	3rd Year. Trois- ième année.	4th Year. Qua- trième année.	5th Year. Cin- quième année.	6th Year. Sixième année.	All others. Tous autres.	Total.	No. of Degrees conferred.			Total.
										Nombre de diplômes accordés.			
										Under- graduates. Sous- gradués.	Grad- uates. Gradués.		
St. Dunstan's ¹	146	27	24	21	23	—	—	—	241	32	—	32	32
King's College Dalhousie.....	Not given	by acad- emic years.	—	—	—	—	—	—	151	21	2	2	23
Acadia.....	—	89	107	—	50	—	—	—	688	95	8	8	103
St. Francis Xavier.....	102	87	33	20	30	—	—	23	333	30	4	4	34
New Brunswick.....	—	50	46	24	16	—	—	24	296	28	2	2	30
Mount Allison.....	—	55	68	37	33	—	—	—	138	16	—	—	22
St. Joseph's College ¹	209	130	19	12	16	—	14	62	259	26	26	26	92
McGill.....	3	182	746	472	344	107	—	644	3,045	13	3	3	16
Bishop's College.....	—	18	23	17	—	—	—	—	400	13	—	—	16
Laval.....	—	553	422	332	159	83	—	—	9,872	392	29	29	421
Montreal.....	97	1,244	1,221	742	608	131	—	—	9,872	392	29	29	421
Toronto.....	—	43	Not given	27	14	—	—	—	9,872	392	29	29	421
Victoria.....	—	43	41	27	14	—	—	—	9,872	392	29	29	421
Trinity.....	—	350	274	222	191	30	—	1,865	3,511	200	205	205	403
Western.....	—	350	274	222	191	30	—	1,865	3,511	200	205	205	403
Queen's.....	1,764	720	68	38	43	39	—	—	5,060	930	76	76	1,006
Ottawa.....	—	62	46	28	28	41	—	—	598	—	—	—	—
McMaster.....	—	548	254	107	94	37	—	22	147	7	3	3	10
Manitoba.....	—	—	—	—	—	—	—	1,253	2,351	201	14	14	215
Saskatchewan.....	—	—	—	—	—	—	—	1,253	2,351	201	14	14	215
Alberta (1920).....	—	—	—	—	—	—	—	67	2,743	58	7	7	65
British Columbia.....	—	—	—	—	—	—	—	33	2,743	58	7	7	65
Total.....	2,321	5,105	3,647	2,304	1,768	501	1	5,446	34,730 ²	3,549	515	515	4,064

¹The 95 students given by years are taking the ordinary 4 undergraduate years leading to a degree in Arts, Letters and Philosophy, which are the 4th, 5th, 6th and 7th years of St. Dunstan's.
The same arrangement of years applies to St. Joseph, N.B. and Ottawa.

²Les 95 étudiants répartis entre les quatre premières années, s'y préparent au baccalauréat ès-arts, ès-lettres ou ès-philosophie, ces années étant des 4e, 5e, 6e et 7e années du programme de St. Dunstan. Il en est ainsi aux universités de St. Joseph, N.-B. et d'Ottawa.

³ Excluding duplicates—Sans double emploi.

67.—Universities of Canada: Number of Students attending Universities outside their Province of Residence, 1920-21.

67.—Universités du Canada: nombre d'étudiants fréquentant les universités en dehors de leur province de résidence, 1920-21.

Province in which University is located.	Province of Residence of Student. La province de résidence des étudiants.										Province dans laquelle l'uni- versité est située.	
	P.E.I. I.P.-E.	N.S. N.-E.	N.B. N.-B.	Que. Qué.	Ont.	Man.	Sask.	Alta.	B.C. C.-B.	Yukon.		Outside Canada. Au dehors du Canada.	Total.
Prince Edward Island.....	—	1	10	29	—	—	—	—	—	—	17	57
Nova Scotia.....	42	—	207	12	19	—	2	5	4	—	90	381
New Brunswick.....	15	114	—	68	3	1	2	2	1	—	75	281
Quebec.....	43	136	141	—	564	43	40	51	104	—	357	1,479
Ontario.....	11	49	34	479	—	59	211	126	121	2	282	1,374
Manitoba.....	—	—	—	—	6	—	77	9	10	—	—	102
Saskatchewan.....	4	6	2	1	17	11	—	14	6	—	59	120
Alberta.....	—	—	—	—	—	—	—	—	—	—	—	—
British Columbia.....	—	1	—	—	1	1	4	1	—	—	7	15
Total.....	115	307	394	589	610	115	336	208	246	2	887	3,809
												Total.

68.—Universities of Canada: Financial Statistics, 1920-21.
68.—Universités du Canada: Statistiques financières, 1920-21.

Name and Address. Nom et adresse.	Value. Valeur.		Source of Income. Sources de revenus.					Expenditure. Dépenses.					
	Land and Buildings Terrains et bâtiments.	Scientific Equip- ment. Appareils scientifi- ques.	Other Property. Autres proprié- tés.	Total Assets. Total d'actif.	Invest- ments. Place- ments.	Govern- ment and Municipal Grants. Allocations gouver- nementales et munici- pales.	Fees. Contri- butions des étudiants	Other Sources. Autres sources.	Total Income. Total des revenus.	Current. — Couran- tes.	Capital. — Capital.	Total.	
St. Dunstan's University, Charlottetown, P.E.I.	—	225,000	12,000	30,000	267,000	—	—	51,452	14,000	65,452	63,731	1,547	65,278
University of King's College, Windsor, N.S.	—	300,000	40,000	—	340,000	9,300	—	23,000	13,800	51,100	48,755	—	48,755
Dalhousie University, Halifax, N.S.	561,823	1,090,000	140,000	—	1,791,823	35,444	1,700	28,000	6,118	104,558	122,568	—	122,568
Acadia University, Wolfville, N.S.	770,149	813,600	12,500	—	1,596,249	44,175	—	28,716	29,761	102,652	102,994	96,989	199,983
University of St. Francis Xavier, Antigonish, N.S.	106,476	319,327	3,825	—	429,628	5,897	—	48,865	27,681	80,442	71,242	9,200	80,442
University of New Brunswick, Fredericton, N.B.	24,617	500,000	100,000	100,000	1,244,617	2,583	25,000	12,100	134	39,827	38,974	—	38,974
Mt. Allison University, Sackville, N.B.	397,607	181,622	500,000	20,000	1,079,229	24,683	—	15,794	47,447	87,924	83,505	—	83,505
University of St. Joseph's College, St. Joseph, N.B.	13,791,412	7,658,012	856,179	36,000	22,335,603	734,368	45,105	78,100	17,773	95,873	87,556	8,316	95,872
McGill University, Montreal, Que.	392,335	2,601,206	1,000	14,569	2,669,110	20,392	2,500	14,061	2,027	38,980	45,948	—	45,948
University of Bishop's College, Lennoxville, Que.	—	2,000,000	—	—	2,000,000	95,301	38,000	27,470	10,460	257,728	250,825	—	250,825
University of Laval, Quebec, Que.	1,555,000	2,000,000	200,000	—	3,555,000	62,892	507,000	380,388	118,766	1,069,046	1,937,516	264,686	2,202,202
University of Toronto, Toronto, Ont.	1,048,698	1,092,322	—	—	2,141,020	73,500	—	19,414	45,873	138,787	142,210	—	142,210
Victoria University, Toronto, Ont.	—	—	—	—	—	—	—	—	—	—	—	—	—
University of Trinity College, Toronto, Ont.	—	—	—	—	—	—	—	—	—	—	—	—	—
Queen's University, Kingston, Ont.	1,791,495	2,554,585	—	—	4,346,080	77,317	125,000	145,103	12,619	360,039	374,841	—	374,841
Western University, London, Ont.	—	500,000	—	—	500,000	—	139,000	23,000	491,000	653,000	203,000	430,000	653,000
University of Ottawa, Ottawa, Ont.	—	651,300	—	—	651,300	—	—	103,664	55,330	158,994	155,356	—	155,356
McMaster University, Toronto, Ont.	1,022,158	466,830	20,267	—	1,509,255	58,368	—	30,122	—	88,490	91,001	—	91,001
University of Manitoba, Winnipeg, Man.	1,089,235	1,025,632	—	—	2,114,867	65,000	—	66,204	23,417	597,995	352,384	262,209	614,593
University of Saskatchewan, Saskatoon, Sask.	2,453,715	2,453,715	—	—	4,907,430	1,832	478,365	24,573	4,750	509,520	485,213	303,889	789,102
University of Alberta, Edmonton, Alta. (1919)	28,871	2,453,715	—	—	2,482,586	1,832	266,635	12,473	92,779	371,887	196,212	—	196,212
University of British Columbia, Vancouver, B.C. (1920)	10,468	306,629	86,343	110,423	513,863	—	388,000	13,479	21,593	423,072	295,513	74,453	369,965
Total Universities	22,590,344	27,747,235	2,163,152	371,705	60,782,457	1,311,052	2,456,339	1,771,586	1,168,839	6,737,816	6,464,364	1,478,656	8,018,440

¹Including \$7,910,021 not itemized by University of Toronto.—Y compris \$7,910,021 non classifiés par Toronto.

²Including \$75,420 not itemized by University of Toronto.—Y compris \$75,420 non classifiés par Toronto.

69.—Professional and Affiliated Colleges of Canada: Number of Teaching Staff and Students, 1920-21.

69.—Collèges professionnels et affiliés du Canada: Personnel enseignant et étudiants, 1920-21.

Name and Address. Nom et adresse.	Number of Teaching Staff. Personnel enseignant.			Number of Students. Nombre d'étudiants.		
	Male. Hommes.	Female. Femmes.	Total.	Male. Garçons.	Female. Filles.	Total.
Prince of Wales College, Charlottetown, P.E.I.....	7	5	12	78	163	241
Presbyterian College, Halifax, N.S.....	4	—	4	32	—	32
College of Ste. Anne, Church Point, N.S.....	10	—	10	130	—	130
Technical College, Halifax, N.S.....	8	—	8	33	—	33
Agricultural College, Truro, N.S.....	16	2	18	388	170	558
Holy Heart Theological College, Halifax, N.S.....	7	—	7	92	—	92
St. Mary's College, Halifax, N.S.....	12	—	12	195	—	195
Macdonald College, Ste. Anne de Bellevue, Que.....	46	19	65	204	299	503
Oka Agricultural School, Que.....	17	—	17	121	—	121
Ste. Anne de la Pocatière Agricultural School, Que.....	16	—	16	82	—	82
Ecoles des Hautes Etudes Commerciales, Montreal, Que.....	22	—	22	253	—	253
Stanstead Wesleyan College, Stanstead, Que.....	5	4	9	141	113	254
Presbyterian College, Montreal, Que.....	5	—	5	48	—	48
Congregational College of Canada, Montreal, Que.....	2	—	2	15	—	15
Montreal Diocesan Theological College, Montreal, Que.....	4	—	4	20	—	20
Wesleyan Theological College, Montreal, Que.....	3	—	3	128	—	128
Wycliffe College, Toronto, Ont.....	11	1	12	59	—	59
Knox College, Toronto, Ont.....	9	—	9	130	75	205
St. Michael's College, Toronto, Ont.....	25	12	37	367	117	484
Ontario Agricultural College, Guelph, Ont.....	65	13	78	1,237	539	1,776
Ontario College of Art, Toronto, Ontario.....	7	7	14	189	371	560
Ontario College of Pharmacy, Toronto, Ont.....	4	—	4	158	10	168
Ontario Law School, "Osgoode Hall", Toronto, Ont.....	7	—	7	420	16	436
Toronto Bible College, Toronto, Ont.....	6	—	6	147	330	477
Royal College of Dental Surgeons, Toronto, Ont.....	79	1	80	873	17	890
Ontario Veterinary College, Toronto, Ont.....	23	—	23	96	—	96
Waterloo College Lutheran and Theological Seminary, Waterloo, Ont.....	6	—	6	56	—	56
Huron College, London, Ont.....	5	—	5	23	—	23
St. Jerome's College, Kitchener, Ont.....	10	—	10	200	—	200
Royal Military College, Kingston, Ont.....	22	—	22	163	—	163
Brandon College, Brandon, Man.....	18	5	23	119	140	*371
Manitoba Law School, Winnipeg, Man.....	21	—	21	102	2	104
Wesley College, Winnipeg, Man.....	22	—	22	245	135	380
Manitoba College, Winnipeg, Man.....	5	1	6	12	5	17
Manitoba Agricultural College, Winnipeg, Man.....	50	12	62	621	391	1,012
St. John's College, Winnipeg, Man.....	—	—	—	—	—	—
Emmanuel College, Saskatoon, Sask.....	3	—	3	18	—	18
Presbyterian Theological College, Saskatoon, Sask.....	4	—	4	43	1	44
St. Chad's College, Regina, Sask.....	7	1	8	7	—	7
Edmonton Jesuit College, Edmonton, Alberta.....	20	—	20	226	—	226
Robertson College, Edmonton (South), Alberta.....	2	—	2	21	—	21
Institute of Technology and Art, Calgary, Alberta.....	19	—	19	657	—	657
The Anglican Theological College of B.C., Vancouver, B.C.....	4	—	4	13	—	13
Columbian Methodist College, New Westminster, B.C.....	9	12	21	61	104	165
Royal Naval College, Esquimalt, B.C.....	6	—	6	45	—	45
Victoria College, Victoria, B.C.....	3	2	5	35	40	75
Classical Colleges of Quebec—						
Chicoutimi Classical College.....	45	—	45	600	—	600
Joliette Classical College.....	46	—	46	405	—	405
L'Assomption Classical College.....	46	—	46	363	—	363
Lévis Classical College.....	51	—	51	694	—	694
Mont Laurier Classical College.....	18	—	18	150	—	150
Montreal (Loyola) Classical College.....	22	—	22	348	—	348
Montreal (Ste. Marie) Classical College.....	41	—	41	603	—	603
Montreal (St. Sulpice) Classical College.....	25	—	25	351	—	351
Nicolet Classical College.....	42	—	42	373	—	373
Québec (Petit Séminaire) Classical College.....	44	—	44	781	—	781
Rigaud Classical College.....	40	—	40	316	—	316
Rimouski Classical College.....	40	—	40	308	—	308
St. Alexandre de la Gatineau Classical College.....	15	—	15	208	—	208
St. Alexandre de la Pocatière Classical College.....	47	—	47	644	—	644
St. Hyacinthe Classical College.....	39	—	39	478	—	478
St. Jean Classical College.....	31	—	31	279	—	279
St. Laurent Classical College.....	54	—	54	514	—	514
Ste. Thérèse Classical College.....	38	—	38	366	—	366
Sherbrooke Classical College.....	47	—	47	515	—	515
Trois-Rivières Classical College.....	35	—	35	452	—	452
Valleyfield Classical College.....	31	—	31	285	—	285
Total.....	1,453	97	1,550	17,336	3,038	20,486*

*112 not given by sex.—112 non spécifiés par sexe.

DOMINION BUREAU OF STATISTICS

70.—Colleges of Canada—Students by Faculties.

70.—Collèges du Canada: Etudiants par Facultés.

Number.—Nombre.	Name and Address. — Nom et adresse.	Courses Leading to Junior Matriculation and Other Preparatory Courses. — Préparation au baccalauréat et autres cours préparatoires.	Arts, Pure Science, Etc. — Lettres, science, etc.		Agriculture.	Architecture.	Commerce.	Dentistry. — Art dentaire.	Education. — Pédagogie.	Engineering. — Génie civil.
			Undergraduate Courses in Arts, Pure Science, Letters and Philosophy. — Sous-gradués.	Graduate Courses in Arts, Pure Science, Letters, and Philosophy. — Gradués.						
1	Prince of Wales College, Charlottetown, P.E.I.	—	—	—	—	—	—	—	—	—
2	Presbyterian College, Halifax, N.S.	—	—	—	—	—	—	—	—	—
3	College of Ste. Anne, Church Point, N.S.	90	40	—	—	—	—	—	—	—
4	Technical College, Halifax, N.S.	—	—	—	—	—	—	—	—	33
5	Agricultural College, Truro, N.S.	—	—	—	98	—	—	—	—	—
6	Holy Heart Theological College, Halifax, N.S.	—	—	—	—	—	—	—	—	—
7	St. Mary's College, Halifax, N.S.	195	—	—	—	—	—	—	—	—
8	Macdonald College, Ste. Anne de Bellevue, Que.	—	133	—	—	—	—	—	161	—
9	Ecole des Hautes Etudes Commerciales, Montreal, Que.	—	—	—	—	—	253	—	—	—
10	Stanstead Wesleyan College, Stanstead, Que.	254	—	—	—	—	—	—	—	—
11	Presbyterian College, Montreal, Que.	6	21	—	—	—	—	—	—	—
12	Congregational College of Canada, Montreal, Que.	6	6	—	—	—	—	—	—	—
13	Montreal Diocesan Theological College, Montreal, Que.	5	—	—	—	—	—	—	—	—
14	Wesleyan Theological College, Montreal, Que.	—	—	—	—	—	—	—	—	—
15	Wycliffe College, Toronto, Ont.	—	—	—	—	—	—	—	—	—
16	Knox College, Toronto, Ont.	—	—	—	—	—	—	—	—	—
17	St. Michael's College, Toronto, Ont.	245	239	—	—	—	—	—	—	—
18	Ontario Agricultural College, Guelph Ontario.	—	—	—	489	—	—	—	—	—
19	Ontario College of Art, Toronto, Ont.	40	—	—	—	—	—	—	—	—
20	Ontario College of Pharmacy, Toronto, Ont.	—	—	—	—	—	—	—	—	—
21	Ontario Law School, "Osgoode Hall", Toronto, Ont.	—	—	—	—	—	—	—	—	—
22	Toronto Bible College, Toronto, Ont.	—	—	—	—	—	—	—	—	—
23	Royal College of Dental Surgeons, Toronto, Ont.	—	—	—	—	—	—	890	—	—
24	Ontario Veterinary College, Toronto, Ont.	—	—	—	—	—	—	—	—	—
25	Waterloo College, Lutheran Theological Seminary, Waterloo, Ont.	41	4	—	—	—	—	—	—	—
26	Huron College, London, Ont.	6	12	—	—	—	—	—	—	—
27	St. Jerome's College, Kitchener, Ont.	170	30	—	—	—	—	—	—	—
28	Royal Military College, Kingston, Ont.	—	163	—	—	—	—	—	—	—
29	Brandon College, Brandon, Man.	135	118	4	—	—	—	—	—	—
30	Manitoba Law School, Winnipeg, Man.	—	—	—	—	—	—	—	—	—
31	Wesley College, Winnipeg, Man.	200	171	—	—	—	—	—	—	—
32	Manitoba College, Winnipeg, Man.	—	—	—	—	—	—	—	—	—
33	Manitoba Agricultural College, Winnipeg Man.	—	—	—	210	—	—	—	—	—
34	St. John's College, Winnipeg, Man.	—	—	—	—	—	—	—	—	—
35	Emmanuel College, Saskatoon, Sask.	4	4	—	—	—	—	—	—	—
36	Presbyterian Theological College, Saskatoon, Sask.	—	—	—	—	—	—	—	—	—
37	St. Chad's College, Regina, Sask.	—	—	—	—	—	—	—	—	—
38	Edmonton Jesuit College, Edmonton, Alta.	163	22	—	—	—	21	—	—	—
39	Robertson College, Edmonton (South), Alberta.	—	—	—	—	—	—	—	—	—
40	Institute of Technology and Art, Calgary, Alta.	416	—	—	—	—	—	—	—	—
41	Royal Naval College, Esquimalt, B.C.	45	—	—	—	—	—	—	—	—
42	The Anglican Theological College of B.C., Vancouver.	—	—	—	—	—	—	—	—	—
43	Columbian Methodist College, Vancouver, B.C.	90	—	—	—	—	32	—	—	—
44	Victoria College, Victoria, B.C.	—	75	—	—	—	—	—	—	—

REPORT ON EDUCATION STATISTICS

70.—Colleges of Canada—Students by Faculties.

70.—Collèges du Canada:—Etudiants par Facultés.

Domestic Science.—Science ménagère.	Law.—Droit.	Medicine.—Médecine.	Music.—Musique.	Pharmacy.—Pharmacie.	Theology.—Théologie.	Veterinary Medicine.— — Médecine vétérinaire.	Summer Schools for Teachers.— — Cours d'été pour instituteurs.	Summer Schools for Others than Teachers.— — Cours d'été pour autres que les instituteurs.	Correspondence.—Correspondance.	Commercial and Applied Art, etc.— — Commerce et art appliqué.	Primary.—Primaire.	Commercial.—Commerciale.	Classical.—Classique.	All Other.—Tous autres.	Totals Excluding Duplicates.— — Total (sans double emploi).	Number.—Nombre.
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	130	3
70	-	-	-	-	-	-	115	-	-	-	-	-	-	-	33	4
-	-	-	-	-	92	-	-	-	-	-	-	-	-	-	558	5
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	92	6
122	-	-	-	-	-	-	74	-	-	-	-	-	-	-	195	7
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	503	8
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	253	9
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	254	10
-	-	6	-	-	14	-	-	-	1	-	-	-	-	-	48	11
-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	12
-	-	1	-	-	14	-	-	-	-	-	-	-	-	-	20	13
-	-	-	-	-	128	-	-	-	-	-	-	-	-	-	128	14
-	-	-	-	-	59	-	-	-	-	-	-	-	-	-	59	15
-	-	-	-	-	135	-	-	-	-	-	-	-	-	-	-	16
169	-	-	-	-	-	-	365	-	-	-	-	-	-	-	484	17
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,776	18
-	-	-	-	168	-	-	234	34	12	286	-	-	-	-	560	19
-	436	-	-	-	-	-	-	-	-	-	-	-	-	-	168	20
-	-	-	-	-	477	-	-	-	-	-	-	-	-	-	436	21
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	477	22
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	890	23
-	-	-	-	-	-	96	-	-	-	-	-	-	-	-	96	24
-	-	-	-	-	11	-	-	-	-	-	-	-	-	-	56	25
-	-	-	-	-	23	-	-	-	-	-	-	-	-	-	23	26
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	200	27
-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	163	28
-	-	-	-	-	9	-	-	-	-	-	-	-	-	-	371	29
-	-	-	-	-	17	-	-	-	-	-	-	-	-	-	-	30
-	-	-	-	-	-	-	334	98	61	-	-	-	-	-	380	31
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	32
-	-	-	-	-	-	-	-	-	-	-	-	-	-	190	-	33
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	34
-	-	-	-	-	10	-	-	-	-	-	-	-	-	-	13	35
-	-	-	-	-	25	-	-	7	19	-	-	-	-	-	44	36
-	-	-	-	-	7	-	-	-	-	-	-	-	-	-	7	37
-	-	-	33	-	5	-	-	-	-	-	-	-	-	-	226	38
-	-	-	-	-	15	-	-	-	6	-	-	-	-	-	21	39
-	-	-	-	-	-	-	21	-	220	-	-	-	-	-	657	40

DOMINION BUREAU OF STATISTICS

70.—Colleges of Canada—Students by Faculties—Concluded.

70.—Collèges du Canada: Etudiants par Facultés—fin.

Number.—Nombre.	Name and Address. — Nom et adresse.	Courses Leading to Junior Ma- tricu- lation and Other Prepa- ratory Courses.	Arts, Pure Science, Etc. — Lettres, science, etc.	Agriculture.	Architect.	Com- merce.	Dentistry. — Art den- taire.	Educa- tion. — Péda- gogie.	Engi- neering. — Génie civil.	
		Under- gradu- ate Courses in Arts, Pure Science, Letters and Philoso- phy. — Sous- gradués.	Gradu- ate Courses in Arts Science, Letters, and Philoso- phy. — Gra- dués.							
	Classical Colleges of Quebec.—Collèges classiques de Québec—									
45	Chicoutimi.....	-	-	-	-	-	-	-	-	
46	Joliette.....	-	-	-	-	-	-	-	-	
47	L'Assomption.....	-	-	-	-	-	-	-	-	
48	Levis.....	-	-	-	-	-	-	-	-	
49	Mont Laurier.....	-	-	-	-	-	-	-	-	
50	Montreal (Loyola).....	-	-	-	-	-	-	-	-	
51	Montreal (Ste. Marie).....	-	-	-	-	-	-	-	-	
52	Montreal (St. Sulpice).....	-	-	-	-	-	-	-	-	
53	Nicolet.....	-	-	-	-	-	-	-	-	
54	Quebec (Petit Séminaire).....	-	-	-	-	-	-	-	-	
55	Rigaud.....	-	-	-	-	-	-	-	-	
56	Rimouski.....	-	-	-	-	-	-	-	-	
57	St. Alexandre de la Gatineau.....	-	-	-	-	-	-	-	-	
58	St. Alexandre de la Poëtière.....	-	-	-	-	-	-	-	-	
59	St. Hyacinthe.....	-	-	-	-	-	-	-	-	
60	St. Jean.....	-	-	-	-	-	-	-	-	
61	St. Laurent.....	-	-	-	-	-	-	-	-	
62	Ste. Thérèse.....	-	-	-	-	-	-	-	-	
63	Sherbrooke.....	-	-	-	-	-	-	-	-	
64	Trois Rivières.....	-	-	-	-	-	-	-	-	
65	Valleyfield.....	-	-	-	-	-	-	-	-	
		2,111	1,038	4	797	-	306	890	161	33

DOMINION BUREAU OF STATISTICS

71.—Colleges of Canada: Financial Statistics, 1920-21.

71.—Collèges du Canada: Statistiques financières, 1920-21.

	Name and Address. — Nom et adresse.	Value of Endow- ment.	Value of Land and Buildings.	Value of Scientific Equipment	Value of other Property.
		Dotations.	Terrains et bâti- ments.	Appareils scientifi- ques.	Autres propriétés.
		\$	\$	\$	\$
1	Prince of Wales College, Charlottetown, P.E.I.....	—	450,000	2,000	—
2	Presbyterian College, Halifax, N.S., (1920).....	149,042	180,000	—	—
3	College of Saint-Anne, Church Point, N.S.....	—	100,200	1,260	4,550
4	Technical College, Halifax, N.S.....	—	240,000	200,000	—
5	Agricultural College, Truro, N.S.....	—	400,000	25,000	—
6	Holy Heart Theological College, Halifax, N.S.....	—	400,000	—	—
7	St. Mary's College, Halifax, N.S.....	—	150,000	2,500	—
8	Macdonald College, Ste. Anne de Bellevue, Que.....	4,000,000	3,500,000	350,000	—
9	Ecole des Hautes Etudes Commerciales, Montreal, Que.....	—	640,444	25,029	—
10	Stanstead Wesleyan College, Stanstead, Que. (1920).....	154,328	210,800	—	—
11	Presbyterian College, Montreal, Que.....	368,403	213,489	200	10,000
12	Montreal Diocesan Theological College, Montreal, Que.....	191,672	105,927	—	7,969
13	Congregational College of Canada, Montreal, Que.....	139,105	100,000	5,000	—
14	Wesleyan Theological College, Montreal, Que.....	129,552	300,000	—	—
15	Wycliffe College, Toronto, Ont.....	291,245	224,814	—	27,394
16	Knox College, Toronto, Ont.....	458,932	700,000	—	—
17	St. Michael's College, Toronto, Ont. (1920).....	—	585,000	—	—
18	Ontario Agricultural College, Guelph, Ont. (1920).....	—	2,000,000	—	—
19	Ontario College of Art, Toronto, Ont.....	—	124,781	—	—
20	Ontario College of Pharmacy, Toronto, Ont.....	12,080	50,337	10,329	—
21	Ontario Law School, Toronto, Ont.....	—	—	—	—
22	Toronto Bible College, Toronto, Ont.....	25,000	—	—	100,000
23	Royal College of Dental Surgeons of Ontario, Toronto, Ont.....	—	370,000	80,000	—
24	Ontario Veterinary College, Toronto, Ont.....	—	—	—	—
25	Waterloo College, Lutheran Theological Seminary, Waterloo, Ont	—	60,466	1,000	—
26	Huron College, London, Ont.....	64,026	50,000	—	—
27	St. Jerome's College, Kitchener, Ont.....	—	—	—	—
28	Royal Military College, Kingston, Ont.....	—	—	—	—
29	Brandon College, Brandon, Man.....	102,230	222,416	7,813	—
30	The Manitoba Law School, Winnipeg, Man.....	—	—	—	—
31	Wesley College, Winnipeg, Man.....	155,970	707,000	1,000	10,000
32	Manitoba College, Winnipeg, Man.....	199,866	400,000	—	18,000
33	Manitoba Agricultural College, Winnipeg, Man.....	—	4,056,474	—	—
34	St. John's College, Winnipeg, Man. (1919).....	200,000	250,000	—	—
35	Emmanuel College, Saskatoon, Sask.....	—	70,300	—	—
36	Presbyterian Theological College, Saskatoon, Sask.....	—	26,000	—	—
37	St. Chad's College, Regina, Sask.....	11,000	140,000	—	—
38	Edmonton Jesuit College, Edmonton, Alberta.....	—	175,000	1,000	14,000
39	Robertson College, Edmonton (South) Alberta.....	4,000	12,000	1,000	—
40	Institute of Technology and Art, Calgary, Alta.....	—	93,575	56,519	1,556
41	Anglican Theological College, of B.C., Vancouver, B.C.....	43,882	20,347	—	—
42	Columbia Methodist College, New Westminster, B.C.....	10,000	135,269	—	—
43	Royal Naval College, Esquimalt, B.C.....	—	—	—	—
44	Victoria College, Victoria, B.C.....	—	—	—	—
	Total.....	6,710,333	17,464,639	669,650	193,469

¹Including \$300,000 not specified by St. Jerome's College.—Y compris \$300,000 non spécifiés par le collège St-Jérôme.

²Including \$153,985 not specified by Manitoba Agricultural College.—Y compris \$153,985 non spécifiés par le Collège Agricole du Manitoba.

³Net expenditure after receipts from farm, to the amount of \$18,509 forwarded to the Government, were deducted.—Les dépenses nettes après les recettes de la ferme (\$18,509) remises au gouvernement, furent déduites.

REPORT ON EDUCATION STATISTICS

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71.—Colleges of Canada: Financial Statistics, 1920-21—Concluded. 71.—Collèges du Canada: Statistiques financières, 1920-21—Fin.

Total value of Property. — Total propriétés.	Sources of Income. — Sources de revenus.				Total Income. — Total des revenus.	Expenditure. — Dépenses.			
	Invest- ments. — Placements	Govern- ment Grants. — Allocations des gou- vernements	Fees. — Contribu- tions des étudiants.	Other Sources. — Autres sources.		Current. — Courantes.	Capital — Capital.	Total.	
\$	\$	\$	\$	\$	\$	\$	\$	\$	
452,000	—	25,000	1,400	—	26,400	22,000	3,000	25,000	1
329,042	12,379	—	—	14,004	26,383	—	—	—	2
106,010	—	—	19,545	10,357	29,902	28,780	—	28,780	3
440,000	—	56,756	—	—	56,756	56,756	1,732	58,488	4
425,000	—	77,156	—	—	77,156	58,647 ²	1,115	59,762 ²	5
400,000	—	—	12,500	3,000	15,500	17,800	—	17,800	6
152,500	500	—	21,000	5,500	27,000	25,000	10,000	35,000	7
7,750,000	207,363	11,500	14,667	135,000	368,530	356,030	12,500	368,530	8
665,473	—	60,000	6,940	1,166	68,106	80,377	—	80,377	9
365,128	4,303	800	55,597	6,863	67,563	81,608	—	81,608	10
592,092	16,435	—	4,000	300	20,735	26,945	—	26,945	11
305,568	11,183	—	8,975	6,307	26,465	26,415	—	26,415	12
244,105	7,561	—	—	6,413	13,974	13,107	2,375	15,482	13
429,552	6,482	—	307	18,000	24,789	25,317	—	25,317	14
543,453	18,401	—	150	64,386	82,937	67,281	14,506	81,787	15
1,158,932	26,952	—	116	41,030	68,098	52,156	20,330	72,486	16
585,000	—	—	24,900	8,750	33,650	33,650	—	33,650	17
2,000,000	—	139,771	18,416	—	158,187	471,068	—	471,068	18
124,781	—	25,000	6,644	191	31,835	26,808	4,857	31,665	19
72,746	557	—	41,393	6,347	48,297	35,264	—	35,264	20
—	—	—	—	—	—	—	—	—	21
125,000	2,042	—	920	12,088	15,050	15,030	—	150,030	22
450,000	—	—	189,633	29,571	219,204	165,077	119,142	284,219	23
—	—	42,850	8,100	—	50,950	42,850	—	42,850	24
61,466	—	—	2,400	11,240	13,640	13,278	—	13,278	25
114,026	5,649	—	909	9,364	15,922	10,547	—	10,547	26
300,000	—	—	40,000	3,000	43,000	38,000	—	38,000	27
—	—	—	—	—	—	—	—	—	28
332,459	5,028	—	26,271	64,808	96,107	70,831	21,495	92,326	29
—	—	—	7,172	3,167	10,339	10,623	—	10,623	30
873,970	9,744	—	11,000	37,802	58,546	49,099	—	49,099	31
617,886	11,956	—	—	11,304	23,260	33,860	—	33,860	32
4,056,474	—	—	—	—	153,985	325,321	19,307	344,628	33
450,000	—	—	2,000	9,000	11,000	—	—	—	34
70,300	747	—	750	18,384	19,881	19,794	—	19,794	35
26,000	—	—	150	12,124	12,274	11,572	900	12,472	36
151,000	548	—	350	6,165	7,063	7,852	—	7,852	37
190,000	—	—	48,224	6,298	54,522	51,797	—	51,797	38
17,000	242	—	—	9,000	9,242	6,242	—	6,242	39
151,650	—	—	1,540	—	1,540	9,939	75,625	85,564	40
64,229	3,667	—	1,435	6,787	11,889	11,566	3,200	14,766	41
145,269	458	1,311	37,911	25,822	65,502	46,841	18,661	65,502	42
—	—	—	—	—	—	—	—	—	43
—	—	—	—	—	—	—	—	—	44
25,338,111 ¹	352,197	440,144	615,315	603,538	2,165,179 ²	2,445,128	328,745	2,773,873	

13.—PRIVATE SCHOOLS—ÉCOLES PRIVÉES

72.—Private Elementary and Secondary Schools in Canada. General Summary by Provinces, 1921. 72.—Ecoles élémentaires et secondaires privées au Canada. Résumé général par provinces, 1921.

Province.	Number of institutions. — Nombre d'institutions.	Number on teaching staff. — Nombre du personnel enseignant.	Number of Pupils enrolled. Nombre d'élèves inscrits.				Total.
			In Elementary Grades. — Degrés élémentaires.	In Secondary Grades. — Degrés secondaires.	Special work only — Cours spéciaux.	Unspecified by Grades. — Non spécifiés par degrés.	
P.E.I.—I.P.E.	3	11	323	13	—	—	336
N.S.—N.E.	9	135	748	539	245	103	1,635
N.B.—N.B.	4	38	278	256	111	—	645
Ont.	40	588	2,085	2,276	467	2,707	7,535
Man.	6	49	265	240	42	601	1,148
Sask.	39	158	2,276	545	22	543	3,386
Alta.	21	136	1,371	903	—	—	2,274
B.C.—C.B.	8	79	766	182	50	293	1,291
Total	130	1,194	8,112	4,954	937	4,247	18,250

73.—Statistics of Private Elementary and Secondary Schools in Canada, 1921.

73.—Statistiques des écoles élémentaires et secondaires privées au Canada, 1921.

SUMMARY OF 8 PROVINCES (QUEBEC NOT INCLUDED).—RÉSUMÉ DES 8 PROVINCES (NON COMPRIS LES ÉCOLES DE QUÉBEC).

1. Control: Roman Catholic, 58 Non-sectarian, 21 Anglican, 18 Methodist, 8 Baptist, 5 Presbyterian, 3 Mennonite, 2 Lutheran, 6 Protestant, 1 Seventh Day Adventist, 1 Unspecified, 7.
1. Contrôle: Catholique, 58 Neutre, 21 Anglican, 18 Méthodiste, 8 Baptiste, 5 Presbytérien, 3 Mennonite, 2 Luthérien, 6 Protestant, 1 Adventiste, 1 non-spécifié, 7.

	Male. Hommes.		Female. Femmes.		Unspecified by sex. Non-spécifiés.		Total.
2. Number of teachers—Nombre d'instituteurs.....	315		839		40		1,194
3. Number of pupils—Nombre d'élèves.....	6,463		10,934		851		18,250
4. Number of pupils in ordinary school grades—Nombre d'élèves dans les degrés élémentaires et secondaires.....	6,282		10,202		829		17,313
5. Number of pupils doing special work only—Nombre d'élèves spéciaux.....	181		734		22		937
6. Number of pupils also enrolled in publicly controlled schools—Nombre d'élèves inscrits en même temps dans les écoles publiques.....	136		370		148		654

7. Distribution of Pupils enrolled during year in 8 Provinces (Quebec not included) by grade and age.—
7. Répartition des élèves inscrits pendant l'année dans 8 provinces (non compris Québec) par degré et âge.

Age.	Grade.—Degré.												Total.									
	Elementary Grades. Degrés élémentaires.						Secondary Grades. Degrés secondaires.															
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Special. Spéciaux.	Second- ary. Secon- daires.	Special. Spéciaux.	Total.						
6†.....	799	767	23	1	—	—	—	—	—	—	—	—	—	890	—	890	890					
7-8.....	703	614	295	94	18	6	—	—	—	—	—	—	—	1,730	—	1,730	1,730					
9-10.....	166	278	484	434	264	94	22	7	4	—	—	—	—	1,749	4	1,775	1,775					
11-12.....	21	68	107	317	437	371	233	141	54	1	2	23	—	1,693	57	1,776	1,776					
13-14.....	3	7	30	81	143	249	352	444	504	223	48	76	—	1,309	777	2,186	2,186					
15-16.....	1	7	11	17	27	61	86	304	708	747	576	268	—	514	2,084	2,866	2,866					
17.....	6	2	4	16	18	30	46	103	231	514	992	458	—	225	2,032	2,715	2,715					
Total.....	1,699	1,043	954	960	907	811	739	999	1,521	1,485	1,618	330	825	8,112	4,954	13,891	13,891					
Unclassified—Non spécifiés.....													—	—	—	—	—	—	—	—	4,244	4,244
Pupils in Special Classes, unspecified by age and grade—Élèves dans cours spéciaux non spécifiés par âge et par degré.....													—	—	—	—	—	—	—	—	11	11
Grand total.....													—	—	—	—	—	—	—	—	18,255	18,255

† Includes 6 years and under.—Y compris 6 ans ou moins.
‡ Includes 17 years and over.—Y compris 17 ans ou plus.

75.—Business Colleges (Private) in Canada: General Summary by provinces for the year ended June 30, 1921.

75.—Collèges Commerciaux (privés) au Canada: Résumé par provinces, 1921.

Description.	N.S. N.-E.	N.B. N.-B.	Que.	Ont.	Man.	Sask.	Alta.	B.C. C.-B.	Total.	Description.
Number of Colleges reporting.	5	6	24	72	9	8	9	7	140	Nombre de collèges.
Number on teaching staff....	27	21	177	332	54	14	38	27	690	Nombre d'instituteurs.
Number of Students:										Nombre d'étudiants:
Day Courses.....	423	574	3,178	7,929	2,206	334	1,490	1,111	17,245	Cours du jour.
Night Courses.....	228	166	1,969	4,977	1,267	145	726	812	10,290	Cours du soir.
Courses unspecified.....	575	71	—	1,086	—	42	—	—	1,774	Cours non indiqués.
Total.....	1,226	811	5,147	13,992	3,473	521	2,216	1,923	29,309	Total.
Males, specified.....	515	371	2,964	7,680	1,213	138	936	539	11,425	Hommes indiqués.
Females, specified.....	711	440	1,828	5,061	12,007	383	1,280	895	15,224	Femmes indiquées.
Subjects offered:										Sujets:
Arithmetic, commercial....	265	384	1,092	3,360	710	84	355	97	6,297	Arithmétique commerciale.
Arithmetic of Investment....	157	139	385	683	74	—	—	—	1,438	Arithmétique de placements
Auditing.....	—	201	85	544	4	—	30	9	876	Comptabilité.
Banking.....	200	295	335	1,146	74	24	50	—	2,124	Banque.
Book-keeping.....	156	324	998	3,666	738	105	105	84	6,176	Tenue des livres.
Business practice.....	307	333	728	3,360	108	39	337	116	5,328	Pratique des affaires.
Business organization and management.	—	201	85	574	—	5	50	—	915	Organisation et gérance.
Civics.....	—	148	—	39	74	25	—	—	286	Histoire civique.
Commercial Law.....	242	307	439	2,907	315	87	127	55	4,479	Droit commercial.
Commercial Geography.....	50	6	117	158	—	—	—	—	226	Géographie commerciale.
Correspondence.....	469	664	1,547	6,256	1,493	187	916	139	11,671	Correspondance.
Economic Geography.....	—	6	274	1	—	—	—	—	281	Géographie économique.
Economic Theory.....	—	—	—	228	—	—	—	—	228	Théorie économique.
English Literature.....	—	12	9	175	1	—	3	2	192	Littérature anglaise.
English Composition.....	200	215	585	803	420	51	81	2	2,357	Composition anglaise.
Filing.....	203	502	482	4,134	364	95	645	125	6,550	Classement.
French.....	6	62	683	50	—	—	2	—	803	Français.
History of Commerce and Industry.	50	—	93	12	—	—	—	—	155	Histoire du commerce et de l'industrie.
Business papers.....	203	412	494	4,252	148	120	493	140	6,262	Documents commerciaux.
Office Routine.....	426	520	1,213	4,325	315	161	1,040	124	8,124	Travail de bureau.
Penmanship.....	411	597	1,002	7,045	1,532	234	639	109	11,569	Calligraphie.
Rapid Calculation.....	419	495	1,194	4,649	1,214	203	617	125	8,858	Calcul rapide.
Secretarial duties.....	5	66	151	1,970	1,477	35	115	37	3,856	Secrétariat.
Spelling.....	385	578	1,549	7,274	1,951	252	981	133	13,103	Orthographe.
Adding Machine.....	239	299	141	1,980	280	60	179	35	3,213	Arithmographe.
Dictaphone.....	100	40	30	757	138	10	30	—	1,105	Dictaphone.
Mechanical Book-keeping....	—	—	85	141	—	—	4	—	230	Tenue des livres mécanique.
Mimeograph.....	100	148	175	861	118	46	—	28	1,476	Miméographe.
Posting Machine.....	—	—	—	73	—	—	—	—	73	Machine à tenue des livres.
Rapid calculator.....	—	58	298	1,463	200	5	4	5	2,033	Calculateur rapide.
Slide Scale.....	488	—	85	43	—	—	—	—	616	Règle barème.
Typewriting.....	100	510	1,583	6,775	2,342	240	1,109	161	12,820	Dactylographie.
Shorthand:										Sténographie:
Isaac Pitman.....	377	270	792	4,222	1,288	178	913	353	8,393	Isaac Pitman.
Gregg.....	—	—	55	3,250	490	80	361	177	4,413	Gregg.
Paragon.....	74	—	142	—	206	27	—	—	449	Paragon.
Boyd.....	—	—	173	37	37	—	190	—	437	Boyd.
Elie.....	—	—	180	—	—	—	—	—	180	Elie.
Graham Pitmanic.....	—	—	—	159	—	—	—	—	159	Graham Pitmanic.
Eclectic Simplified.....	—	—	—	94	—	—	—	—	94	Eclectic simplifié.
Mack.....	—	—	—	—	—	56	—	—	56	Mack.
Success.....	—	—	—	30	—	—	—	—	30	Success.
Perrault-Duployee.....	—	—	1,403	—	—	—	—	—	1,403	Perrault-Duployée.
Total.....	451	270	2,745	7,792	2,021	341	1,464	530	15,614	Total.

76.—Business Colleges in Canada: Courses, Tuition Fees and Months required for Graduation.
76.—Collèges commerciaux (privés) au Canada: Coût et durée des cours.

Courses or Combination of Courses offered during year.	Students during year. Etudiants durant l'année.				Tuition Fees. Coût des études.				Normal Number of months for Graduation. Durée normale des cours pour l'obtention du diplôme.	Cours ou combinaison de cours offerts durant l'année.	
	Day Courses. Cours du jour.		Night Courses. Cours du soir.		Day Courses. Cours du jour		Night Courses. Cours du soir.				
	M. — H.	F. — F.	M. — H.	F. — F.	By Month. — mois.	For Course. — cours.	By Month. — mois.*	For Course. — cours.			
											\$
General Commercial.....	2,498	984	866	409					8	14	Principes commerciaux.
Stenographic.....	847	5,457	503	2,567	16	125	6	73	6	12	Sténographie.
Book-keeping.....	443	292	578	222	15	90½	6½	59	6	14	Tenue des livres.
Typewriting.....	214	334	51	124	16	88	6	63½	5	7	Dactylographie.
Accountancy.....	56	26	172	20	12	57	3	16	6	7	Comptabilité.
Adding Machine.....	10	15	—	—	15	100	5	35	2	—	Arithmographie.
Banking.....	56	20	2	—	10	10	—	25	6	7	Banque.
Civil Service.....	39	122	67	137	15	70	6	44	6	7	Service civil.
Commercial Law.....	56	20	2	—	15	80	7	44	6	7	Droit commercial.
Correspondence.....	72	134	18	65	15	60	6	44½	3	5	Correspondance.
Dictaphone.....	5	85	108	49	17	18	6	18	6	11	Dictaphone.
English.....	61	46	1	4	10	89	5½	60	6	10	Anglais.
Filing.....	4	54	98	12	15	40	6	35	6	6	Classement.
French.....	4	6	—	—	8	40	6	18	6	6	Français.
History of Commerce and Industry.....	1	—	—	—	8	40	—	—	—	—	Histoire du commerce et de l'industrie.
Latin.....	4	2	—	—	50	50	—	—	6	—	Latin.
Multigraphie.....	10	20	—	—	15	70	—	—	6	—	Multigraphe.
Office Routine.....	57	39	2	—	15	70	6	25	6	—	Travail de bureau.
Spanish.....	—	—	6	—	13	50	—	—	9	12	Espagnol.
Secretarial.....	124	356	30	23	20	133	6½	68	6	9	Secrétariat.
Telegaphy.....	81	11	102	4	20	82	9	80	6	—	Télégraphie.
Wireless Telegraphy.....	61	—	—	—	20	100	—	—	6	—	Télégraphie sans fil.
Miscellaneous or Unspecified.....					10,298						Divers ou non indiqués.

14.—INDIAN EDUCATION—ENSEIGNEMENT INDIEN

77.—Indian Schools: Classes of Schools, denominations represented and enrolment, 1911 to 1921.

77.—Écoles indiennes: Types d'écoles, confessions religieuses et inscriptions, 1911-1921.

Year. — Année.	Schools.—Écoles.										Enrolment.—Nombre d'élèves inscrits.				
	Class of Schools. — Types d'écoles.				Denominations.—Confessions religieuses.						Number Enrolled. Nombre d'élèves inscrits.			Average age of Atten- dance. — Moyenne de fré- quenta- tion quon- tidienne.	
	Total Number of Schools. — Nombre total d'écoles.	Day. — Écoles du jour.	Boarding. — Écoles pour pen- sionnaires.	Industrial. — Écoles d'appren- tissage.	Under- national. — Neutre.	Church of England. — Angli- cane.		Method- ist. — Métho- diste.	Presby- terian. — Presby- térienne.	Salvation Army. — Armée du Salut.	Boys. — Garçons.	Girls. — Filles.	Total.		
						Roman Catholic. — Catho- lique romaine.	Angli- cane.								
1911.....	324	251	54	19	51	118	93	46	15	2	5,607	5,583	11,190	6,763	60.44
1912.....	325	251	55	19	49	119	94	46	15	2	5,648	5,655	11,303	6,838	60.49
1913.....	326	249	58	19	50	121	93	45	15	2	5,631	5,513	11,144	6,929	62.18
1914.....	333	256	59	18	51	126	91	50	13	2	5,808	5,806	11,714	7,218	61.62
1915.....	335	257	60	18	51	129	91	49	13	2	6,367	6,101	12,468	8,711	69.87
1916.....	345	269	59	17	53	133	96	49	12	2	6,528	6,271	12,799	8,076	63.05
1917.....	341	265	59	17	56	127	97	45	14	2	6,167	6,011	12,178	8,285	68.03
1918.....	339	264	58	17	58	127	95	45	12	2	6,211	6,202	12,413	7,878	63.46
1919.....	322	245	58	16	54	125	84	49	11	1	5,966	5,986	11,952	7,532	63.02
1920.....	321	247	58	16	52	123	88	48	9	1	6,020	6,176	12,196	7,629	62.56
1921.....	326	253	58	15	54	127	90	46	8	1	6,219	6,339	12,558	7,629	69.47

By Provinces, 1921.—Par provinces, 1921.															
P.E.I.—I. du P.-E.....	2	2	—	—	2	—	—	—	—	—	23	19	42	17	40.47
N.S.—N.-E.....	14	14	—	—	14	—	—	—	—	—	117	129	246	114	46.34
N.B.—N.-B.....	12	12	—	—	12	—	—	—	—	—	134	130	264	167	63.25
Que.—Qué.....	30	30	—	—	16	—	—	2	—	—	615	719	1,334	826	61.92
Ont.....	91	80	7	36	28	16	10	3	—	—	1,816	1,774	3,590	2,062	57.44
Man.....	51	42	8	1	10	24	10	3	—	—	974	970	1,944	1,203	61.83
Sask.....	33	21	11	1	12	16	3	1	—	—	661	676	1,337	1,012	75.69
Alta.....	24	19	5	—	13	7	4	—	—	—	522	511	1,033	625	79.86
B.C.—C.-B.....	57	40	8	5	15	15	17	3	—	1	1,188	1,208	2,393	2,253	93.31
N.W.T.—T.-N.O.....	7	4	3	—	3	—	—	—	—	—	103	126	229	178	77.73
Yukon.....	5	1	—	—	5	—	—	—	—	—	66	80	146	86	58.90

CANADA
BUREAU FEDERAL DE LA STATISTIQUE
SECTION DE L'INSTRUCTION PUBLIQUE

STATISTIQUES DE L'INSTRUCTION PUBLIQUE AU CANADA

Publié par ordre de L'Hon. J. A. Robb, M.P.,
Ministre du Commerce



OTTAWA
F. A. ACLAND
IMPRIMEUR DE SA TRÈS EXCELLENTE MAJESTÉ LE ROI
1923

PRÉFACE

Il est dit dans l'Aperçu historique et statistique sur l'Instruction publique au Canada, publié par le Bureau en 1921, que cette publication servait d'introduction à une série de rapports annuels, qui permettraient d'élaborer la coordination statistique approuvée par la Conférence d'octobre 1920. Le présent rapport est le premier de cette série.

Nécessairement, une entreprise aussi vaste, que la coordination des statistiques de l'Instruction publique dans la Puissance entière, a besoin de l'œuvre du temps pour se développer. La mesure de ce développement se trouve dans le présent rapport, tout particulièrement dans les tableaux relevant l'âge des écoliers des différents degrés scolaires, qui constituent la partie la plus importante des statistiques de cette nature. Ces travaux occupent la plus grande partie du rapport et existent pour cinq provinces; nous espérons que le rapport de l'année prochaine contiendra les mêmes données pour au moins deux nouvelles provinces et qu'il sera possible de donner des détails plus complets, au sujet de l'assiduité scolaire et du personnel enseignant. Nous appelons aussi l'attention sur la première partie du tableau I et les tableaux II et III, lesquels donnent, croyons-nous, une estimation de la gent écolière du Canada, plus rapprochée de la réalité que toute autre information similaire publiée jusqu'ici. Des données nouvelles et importantes figurent également dans le tableau consacré à l'enseignement supérieur; enfin, nous publions pour la première fois des statistiques sur les institutions enseignantes privées de presque toutes les provinces.

Il ne faudrait pas, en lisant le présent rapport, exagérer l'importance des différences existant entre les provinces, que semblent révéler les tableaux comparatifs, parce que les chiffres ne sont souvent que l'expression de conditions particulières. De plus il faut toujours tenir compte des circonstances. Par conséquent, les comparaisons directes devraient être bornées aux tableaux rétrospectifs (tels que les tableaux 4, 54, 71 à 74, présentant le nombre des écoliers depuis les temps les plus lointains, la proportion des sexes parmi les élèves de l'enseignement secondaire, la formation des instituteurs et le coût de l'Instruction publique), lesquels en mettant en lumière l'allure du progrès offrent une base de comparaison entre les provinces et entre la situation présente d'une province et sa situation passée. Dans un pays neuf, une progression soutenue a une signification plus grande que l'état de choses du moment. Parmi les meilleurs sujets de comparaison susceptibles d'établir une différenciation dans un rapport pour une seule année, sont: (1) les différentes catégories d'écoles d'une même province et (2) les résultats atteints par les élèves des deux sexes dans les mêmes écoles. C'est pour cette raison que l'on a consacré une partie considérable de ce rapport aux types d'écoles et à la répartition des sexes par âge et par degré.

Ce que l'on devrait s'appliquer à dégager en comparant les chiffres des deux provinces, ce ne sont point les divergences, mais bien plutôt les points de ressemblance. Nonobstant la différence dans les programmes d'étude et dans les buts poursuivis, la situation des écoliers d'un certain âge dans les différentes provinces est à peu près la même. On croirait, en vérité, qu'il devrait y avoir au moins autant de différence, entre les résultats donnés par les diverses catégories d'écoles d'une même province qu'entre les résultats obtenus par deux provinces distinctes. Ceci conduit à conclure qu'en stimulant et appréciant les progrès scolaires, il y a trois facteurs qui se retrouvent partout, dans toutes les provinces et dont l'influence dépasse de beaucoup les effets que peuvent exercer les conditions locales et le manque d'uniformité des méthodes d'éducation, à savoir: (1) la mentalité de

l'élève, (2) la régularité de la fréquentation de l'école et (3) l'heureuse influence exercée par un bon instituteur. En ce qui concerne le facteur mentionné en premier lieu, il serait intéressant de connaître l'opinion exprimée par le comité national d'hygiène mentale et de lire la discussion sur l'inspection médicale dans chaque province; dans l'appréciation du second facteur, il est important de remarquer qu'en 1921, le pourcentage d'assiduité dans les provinces maritimes fut plus élevé qu'il ne l'avait jamais été; enfin, en ce qui concerne le troisième facteur, on peut constater avec satisfaction une amélioration apportée en 1920-21 à l'enseignement et à la carrière enseignante; mentionnons entre autres: (1) l'augmentation des traitements dans toutes les provinces; (2) l'entrée à l'école normale rendue plus difficile au Manitoba et dans l'Alberta; (3) les prêts consentis par les provinces du Nouveau-Brunswick et de l'Alberta pour permettre aux futurs instituteurs de poursuivre leurs études et l'augmentation des candidats à l'enseignement dans ces provinces résultant de cette mesure; (4) les travaux de l'Institut de Pédagogie de Montréal.

Ce rapport est divisé en deux parties, outre les notes introductives, celles-ci consistant en définitions de termes données dans leur ordre alphabétique, dans le but de servir de glossaire et un résumé de certaines règles en vigueur dans différentes provinces. La première partie constitue une revue de tout ce qui concerne l'instruction publique dans chaque province, ainsi que les innovations ayant un caractère national. A cette partie est annexé un résumé des lois touchant à l'instruction publique, passées en l'année 1921. La deuxième partie est constituée par des tableaux statistiques divisés en 14 sections, commençant par un résumé général des statistiques de l'instruction publique et se terminant par une description détaillée de l'échelonnement des élèves dans les classes et de la classification des instituteurs et institutrices. Quatre sections sont consacrées au coût de l'instruction publique, à l'enseignement supérieur, aux écoles privées et aux écoles à l'usage des indiens.

Ce rapport est l'œuvre de M. M. C. MacLean, A.M.; il a été présenté sous la surveillance du professeur S. A. Cudmore, M.A., F.S.S., chef de la section de l'instruction publique.

R. H. COATS,
Statisticien du Dominion.

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INTRODUCTION—DÉFINITION DES TERMES ET RÉSUMÉ DES RÈGLEMENTS RÉGISSANT L'INSTRUCTION PUBLIQUE

Définition des termes

- Académie.**—Dans la Nouvelle-Ecosse, simplement une haute école gratuite, accessible à tous les élèves du comté réunissant les conditions nécessaires; dans Québec, une école où l'on professe les matières de l'enseignement primaire à chaque degré, c'est-à-dire le programme des huit premières «années» dans les écoles catholiques et des onze premières «années» dans les écoles protestantes. Dans les autres provinces, le mot académie désigne généralement une institution indépendante, telle qu'un collège de garçons ou de filles, etc.
- Classe collégiale.**—Au Manitoba, une école urbaine qui possède trois instituteurs se consacrant exclusivement aux études de haute école, par opposition à la «haute école», laquelle ne possède que deux de ces instituteurs. Cette classe se fait sous le même toit qui abrite les classes élémentaires et sous la direction du même principal. Cette dernière caractéristique la distingue de l'institut collégial, qui n'abrite que les classes de haute école et d'école technique.
- Collège affilié.**—Une institution où l'on professe les matières enseignées dans les facultés universitaires et, s'il s'agit d'un collège professionnel, les études conduisant aux carrières libérales; les diplômes d'un collège affilié sont décernés par l'université à laquelle il est affilié. La plupart des collèges affiliés (autres que les collèges professionnels) professent également des matières sortant du cadre de l'enseignement universitaire, c'est-à-dire que, souvent, ces collèges enseignent les matières préparatoires au baccalauréat, à partir de l'année d'entrée à la haute école, jusqu'à l'obtention du diplôme de bachelier ès-lettres, etc. L'enseignement commercial est aussi donné quelquefois dans ces collèges.
- Collège annexé.**—Dans Québec, on dit d'un collège qu'il est annexé lorsque l'université se borne à l'approbation de son programme d'études et de ses règlements disciplinaires, à se faire représenter aux examens et à sanctionner les diplômes accordés par ce collège.
- Collège associé.**—Dans Québec, un collège associé est un collège affilié situé en dehors de la province.
- Collège classique.**—Dans Québec, une institution d'enseignement secondaire presque identique aux collèges affiliés dont il vient d'être parlé. Il n'est pas sous le contrôle du département de l'Instruction publique.
- Collège commercial.**—Dans notre pays, ce terme s'applique généralement à une institution privée où l'on enseigne les matières commerciales ou quelques-unes d'entre elles, ainsi que la préparation littéraire indispensable. En principe, ces institutions délivrent elles-mêmes leurs propres diplômes; elles préparent également leurs élèves à subir des examens et concours tels que ceux du service civil, etc.
- Commissaires, Bureau des.**—Dans Québec, où l'unité scolaire administrative est la municipalité, au lieu du district ou de la section, la commission scolaire majoritaire est appelée Bureau des Commissaires, tandis que la commission minoritaire, (appelée dans les autres provinces «Commission de l'école séparée») qu'elle soit catholique ou protestante, porte le nom de Bureau des Syndics.
- Commissaires d'école.**—Ce nom est donné dans la Nouvelle-Ecosse aux membres des commissions scolaires des villes incorporées.
- Commissaires de district.**—Dans la Nouvelle-Ecosse, le territoire appelé «district scolaire» dans toutes les autres provinces, sauf Québec et Ontario, est appelé section scolaire; toutes ces sections forment 33 «districts», administrés par des commissaires de district, dont les attributions consistent essentiellement à modifier les limites des sections scolaires; leur secrétaire procède à l'inspection des écoles.
- Degrés élémentaires.**—Dans les écoles primaires de Québec, les quatre premières «années» des écoles catholiques et les sept premières «années» des écoles protestantes; dans toutes les autres provinces, les degrés I à VIII inclusivement, sauf dans le cas des «Junior High Schools» où les degrés VII et VIII inclusivement sont distraits de l'enseignement primaire.
- Degré intermédiaire.**—Dans la Colombie-Britannique, le troisième livre de lecture (ou degrés V et VI) de l'enseignement primaire et la troisième année des degrés de haute école.
- Degrés scolaires.**—La subdivision du travail dans les écoles ordinaires, les degrés élémentaires étant, dans la plupart des provinces, les huit premiers, et les degrés secondaires ceux numérotés de IX à XII.
- Degrés secondaires.**—Les degrés scolaires au-dessus du degré VIII, embrassant ordinairement les degrés IX à XII.
- Département de l'instruction publique.**—Le corps administratif chargé de l'instruction publique; dans Québec, le département n'est pas sous la direction immédiate du gouvernement provincial, mais le secrétaire provincial sert de trait-d'union entre ces deux organes; dans les autres provinces il forme l'un des ministères du gouvernement provincial.
- District scolaire.**—Dans toutes les provinces, à l'exception de la Nouvelle-Ecosse, Québec et Ontario, la plus petite unité scolaire administrative gouvernée par une commission scolaire (on l'appelle «section» dans la Nouvelle-Ecosse et Ontario); en ce qui concerne la Nouvelle-Ecosse, voir ci-dessus au mot «Commissaires de district»; dans Ontario, ce terme signifie un district de haute école; dans Québec, c'est une subdivision de la municipalité scolaire, laquelle tient lieu du district des autres provinces.
- District mineur.**—Terme autrefois employé dans l'île du Prince-Edouard pour désigner un district scolaire dans lequel le nombre des écoliers inscrits et le niveau de leur fréquentation scolaire étaient insuffisants pour justifier l'allocation du gouvernement à l'instituteur.

District municipal.—Voir « Commissaires de district ».

District pauvre.—Au Nouveau-Brunswick, un district scolaire qui ne peut exister qu'avec l'aide d'une allocation spéciale du gouvernement.

Division scolaire.—En Colombie-Britannique, l'une des classes d'une école.

Ecole.—Dans la Nouvelle-Ecosse, le Nouveau-Brunswick et la Saskatchewan, une classe dirigée par un instituteur; dans les autres provinces l'école proprement dite, prise dans son sens abstrait.

Ecole à classes multiples.—Une école ayant plus d'une classe ou plus d'un instituteur.

Ecole assistée.—Dans la Colombie-Britannique, une école dont l'instituteur est payé entièrement par la province.

Ecoles de jour, sous le contrôle administratif, ordinaires ou générales.—C'est ainsi que l'on désigne dans ce rapport (le mot écoles « générales » est employé dans les rapports de la Nouvelle-Ecosse), toutes les écoles de jour enseignant les matières des écoles ordinaires (écoles maternelles et degrés I à XII) et placées sous le contrôle du département de l'Instruction publique, pour les distinguer d'une part, des écoles techniques, des écoles spéciales et des écoles du soir placées sous le contrôle administratif et, d'autre part, des écoles privées ou indépendantes; ces termes englobent toutes les écoles primaires publiques de Québec et les écoles publiques, séparées et secondaires d'Ontario, de la Saskatchewan et des autres provinces où ces termes sont usités.

Ecole de première classe.—Dans l'île du Prince-Edouard, une école à classes multiples organisée au point de vue du personnel et du matériel, de manière à enseigner aussi bien les matières de haute école que le programme primaire.

Ecole élémentaire.—Ecole organisée pour enseigner les matières du programme élémentaire.

Ecoles générales.—Voir « écoles du jour, etc. ».

Ecole indépendante.—Dans Québec, une école n'étant pas sous le contrôle direct du département de l'Instruction publique. Les écoles primaires indépendantes, de même que les écoles placées sous le contrôle administratif se divisent en élémentaires, modèles et académies.

Ecole intermédiaire.—Au Manitoba, une école à classes multiples possédant un instituteur enseignant les matières de haute école.

Ecole maternelle primaire.—Dans Ontario, une école ou classe combinant les caractéristiques de l'école maternelle et de l'école primaire.

Ecole modèle.—Dans Québec, c'était autrefois une école organisée pour l'enseignement des matières primaires jusques et y compris la sixième année dans les écoles catholiques et la neuvième année dans les écoles protestantes. On l'appelle maintenant « école intermédiaire ». Dans Ontario, on emploie ce terme en deux sens différents: (1) une école normale dont les élèves obtiennent des diplômes d'instituteur de troisième classe; (2) une école mise à la portée des normaliens pour qu'ils se familiarisent avec la pratique pédagogique. Dans toutes les autres provinces c'est cette dernière signification qui est donnée.

Ecole primaire.—Dans Québec, c'est le nom donné aux écoles ordinaires de jour sous le contrôle du département de l'Instruction publique, ainsi qu'à certaines écoles indépendantes; ce terme est employé par opposition à école secondaire, école spéciale et école supérieure (université), mais les écoles secondaires de cette province ne sont pas exactement identiques à celle des autres provinces et les écoles primaires correspondent aux écoles générales des autres provinces.

Ecole publique.—Dans Ontario, l'école primaire de la majorité sous le contrôle de la province, par opposition à l'école séparée aussi sous le contrôle de la province; dans la plupart des autres provinces on appelle écoles publiques celles qui sont placées sous le contrôle immédiat du gouvernement, pour les distinguer des écoles particulières ou privées.

Ecoles rurales municipales.—Dans la Colombie-Britannique, des écoles, fusionnées ou non, mais réunies sous l'administration d'une commission municipale unique, au lieu d'avoir chacune leur commission des syndics, ainsi que cela se pratique dans Québec. Il existe également au Manitoba un certain nombre de districts de cette nature.

Ecoles secondaires.—Dans la plupart des provinces, des écoles où l'on dispense l'enseignement secondaire; dans Québec, ce terme s'applique exclusivement aux collèges classiques et autres institutions indépendantes ou l'on donne le cours classique, lesquels ne sont pas sous le contrôle du gouvernement.

Ecole séparée.—Dans Ontario, la Saskatchewan et l'Alberta, on appelle ainsi l'école d'une minorité religieuse placée sous le contrôle administratif; dans Québec, la même école est appelée école des syndics, pour la distinguer de l'école des commissaires qui est celle de la majorité, cette dernière étant soit catholique, soit protestante, selon le cas.

Ecoles spéciales.—Ecoles autres que les écoles générales, mais d'un degré inférieur à l'enseignement supérieur, telles que les écoles du soir, les écoles techniques, etc.

Ecole supérieure.—Dans Québec, une école consacrée à l'enseignement supérieur. Au Nouveau-Brunswick, une école destinée à l'enseignement des matières de haute école, gratuite et accessible à tous les enfants d'âge scolaire d'une paroisse. Dans la Colombie-Britannique, une école où l'on enseigne les matières de l'enseignement primaire supérieur et de deux classes de haute école.

Ecole technique.—Une école se consacrant exclusivement à l'enseignement pratique des arts et métiers; des travaux manuels, etc.

Fusion ou centralisation.—L'union en une seule institution enseignante de plusieurs écoles rurales ou bien d'écoles rurales et d'école de ville ou de village, soit parce que ces écoles sont individuellement trop petites ou trop pauvres, soit dans le but de créer une école à classes multiples et d'obtenir certains avantages, tels que le transport des écoliers, etc. Quelquefois, la fusion n'est pas nécessairement complète. Le district original peut être un « grand district », possédant une école à classes multiples ainsi que le moyen d'y transporter les enfants.

« *High School* »—Dans toutes les provinces, une école possédant au moins un instituteur de l'un ou l'autre sexe, consacrant la plupart de son temps à l'enseignement des matières au-dessus de la classe VIII. « *Pure High School* » est une institution où l'on ne professe aucune des matières au-dessous de celles du degré IX (ou du degré VIII, avec sujets de haute école, tels que algèbre, latin, etc.).

Inspecteur.—Dans toutes les provinces, à l'exception de Québec et Ontario, un fonctionnaire nommé par les gouvernements provinciaux pour inspecter les écoles d'une circonscription délimitée. Dans Ontario, les inspecteurs de comtés ou de cités sont nommés par les conseils, qui paient la moitié de leur traitement; dans les régions inorganisées les inspecteurs sont nommés et payés par la province; il en est de même des inspecteurs de l'enseignement secondaire et des inspecteurs en chef. Dans Québec, l'inspecteur est nommé et payé par le département de l'Instruction publique.

Institut collégial.—Dans Ontario, le Manitoba et la Saskatchewan, une haute école proprement dite ou une école technique qui s'est élevée à un certain degré d'excellence, tant au point de vue du personnel que du matériel scolaire; dans les autres provinces un «collège».

Salle de classe.—Au Nouveau-Brunswick, un petit local contigu à la salle de classe où l'on envoie de temps à autre les élèves spécialement confiés aux soins du sous-maître. Dans les autres provinces, la classe elle-même.

Section pauvre.—Existe en Nouvelle-Ecosse, avec la même signification que le district pauvre dont il est parlé plus haut.

Section scolaire.—Terme usité en Nouvelle-Ecosse et dans Ontario dans le même sens que *district scolaire* plus haut défini.

Surintendant.—Un instituteur expérimenté nommé par la commission scolaire d'une cité et à qui est confié la haute direction de toutes les écoles administrées par cette commission. Il remplit les fonctions de conseiller de la commission; il joue le même rôle pour l'ensemble des écoles que le principal dans son école.

Syndic officiel.—Un syndic spécialement nommé pour solutionner les difficultés extraordinaires qui peuvent se présenter dans un district scolaire ou bien pour remplacer la commission scolaire lorsque celle-ci refuse ou néglige de remplir les devoirs que lui imposent les lois scolaires.

Age de l'entrée facultative aux écoles.

(1) *Ile du Prince-Edouard.*—Les enfants du district scolaire de 5 à 16 ans; les enfants plus âgés s'il y a de la place.

(2) *Nouvelle-Ecosse.*—Les syndics d'école doivent prendre les mesures nécessaires pour recevoir dans les écoles tous les enfants du district, âgés de plus de 5 ans, qui se présentent.

(3) *Nouveau-Brunswick.*—Les syndics d'école doivent prendre les mesures nécessaires pour recevoir dans les écoles tous les enfants du district âgés de 6 à 20 ans; les autres enfants sont admis s'il y a de la place.

(4) *Québec.*—Généralement de 7 à 16 ans dans les écoles primaires, mais une contribution est presque toujours exigée et les enfants de 7 à 14 ans doivent payer cette contribution, qu'ils fréquentent l'école ou non.

(5) *Ontario.*—Les enfants de 5 à 21 ans sont admis gratuitement aux écoles publiques (sauf ceux dont les parents paient leurs taxes à l'école séparée); les écoles séparées sont gratuites à l'usage de ces derniers.

(6) *Manitoba.*—Tous les enfants d'un district scolaire rural de 5 à 21 ans et d'un district scolaire urbain de 6 à 21 ans ont le droit d'exiger une place à l'école.

(7) *Saskatchewan.*—Dans les districts ruraux et les villages, entre 5 et 21 ans; dans les villes et les cités entre 6 et 2 ans.

(8) *Alberta.*—Tous les enfants sont admis dans les écoles dès qu'ils ont atteint l'âge de 6 ans.

(9) *Colombie-Britannique.*—Les écoles doivent recevoir tous les enfants âgés de 5 à 16 ans.

Scolarité obligatoire.

(1) *Ile du Prince-Edouard.*—De 7 à 16 ans inclusivement; la fréquentation mensuelle doit atteindre 60 p. c. de la durée de l'ouverture des classes.

(2) *Nouvelle-Ecosse.*—De 7 à 14 ans dans les écoles rurales; de 6 à 16 ans dans les villes et les cités. Les enfants de ces âges doivent fréquenter régulièrement les écoles, soit rurales, soit urbaines, et doivent fournir une justification lorsque leur absence dure cinq jours; les parents et tuteurs, outre les amendes auxquelles ils s'exposent, peuvent voir ajouter à leurs taxes 2 cents par jour d'absence, afin d'indemniser la section de la réduction de son allocation, à laquelle l'expose l'absence de ces élèves.

(3) *Nouveau-Brunswick.*—(Sur résolution des syndics, mais la question doit être tranchée à chaque réunion annuelle), de 7 à 12 ans, ou bien jusqu'au degré VII; à St-John, Chatham et Newcastle, de 6 à 14 ans; fréquentation, 80 jours entiers. La commission scolaire peut interdire le travail des enfants de moins de 16 ans.

(4) *Québec.*—L'école n'est pas obligatoire.

(5) *Ontario.*—

(a) Les enfants de 8 à 14 ans doivent aller à l'école chaque jour sans exception; entre 5 et 8 ans, l'école est facultative, mais ceux qui se sont faits inscrire doivent assister assidûment aux classes pendant toute l'année scolaire.

(b) Les adolescents de 14 à 16 ans qui n'ont pas poussé leurs études jusqu'à la préparation à l'admission dans une université sont tenus à la fréquentation quotidienne de l'école; ceux qui en sont exemptés, en raison de circonstances qui les obligent à travailler, doivent fréquenter l'école pendant au moins 400 heures par an, dans les municipalités ayant organisé des cours à leur usage. Cette disposition est en vigueur depuis septembre 1921. En septembre 1922, les municipalités urbaines ayant une population de 5,000 âmes ou plus, seront obligatoirement tenues d'organiser des classes spécialement dans ce but.

(c) Les adolescents de 16 à 18 ans qui n'ont pas fréquenté l'école régulièrement jusqu'à l'âge de 16 ans et qui n'ont pas poussé leurs études jusqu'à l'admission à l'université doivent fréquenter l'école pendant 320 heures par an. Cette loi entrera en vigueur en septembre 1923.

¹Dans le Nouveau-Brunswick on appelle l'école secondaire établie et gratuite pour tous les élèves qualifiés du comté une «école de grammaire».

(6) *Manitoba*.—Tous les enfants de 7 à 14 ans qui n'ont pas encore atteint la fin de leurs études doivent assister régulièrement à l'école. Tout élève de plus de 14 ans, s'il est inscrit, ne peut s'absenter de l'école. Un enfant de plus de 12 ans peut être exempté pendant six semaines par an, pendant lesquelles il peut travailler. Sauf cette exception, il est interdit de faire travailler les enfants de moins de 14 ans. La commission scolaire d'un district, possédant un fonctionnaire spécialement chargé de surveiller l'assiduité, peut obliger les enfants à aller à l'école jusqu'à l'âge de 15 ans.

(7) *Saskatchewan*.—Tous les enfants de 7 à 14 ans, qui n'ont pas dépassé le degré VIII, doivent fréquenter l'école sans interruption. Le travail des enfants de moins de 14 ans est interdit. Les sourds-muets de 8 à 15 ans doivent fréquenter une institution au moins sept mois par an.

(8) *Alberta*.—Tous les enfants de 7 à 15 ans, qui n'ont pas dépassé le degré VIII doivent fréquenter l'école sans interruption. S'ils ont atteint l'âge de 14 ans et s'ils se livrent à une occupation utile, ils peuvent être exemptés.

(9) *Colombie-Britannique*.—Tous les enfants de 7 à 14 ans inclusivement, doivent fréquenter l'école sans interruption pendant l'année scolaire.

Année scolaire et vacances.

Ile du Prince-Edouard.—Du premier juillet au 30 juin; financièrement, à Charlottetown et Summerside, année civile ou de calendrier. A Charlottetown et Summerside (et dans les autres villes qui peuvent adopter cette mesure) les vacances sont de huit semaines en été et d'une semaine en décembre. Ailleurs, les vacances d'été durent six semaines et commencent le premier juillet, à quoi viennent s'ajouter 2 semaines en octobre et une semaine en décembre. Toutefois, au choix du district, il peut y avoir 3 semaines en mai, 3 semaines en octobre et 1 semaine soit en juillet, soit en décembre.

Nouvelle-Ecosse.—Du premier août au 31 juillet. Les vacances d'été durent à peu près 8 semaines en juillet et août (mais avec le consentement de l'inspecteur, les syndicats d'école peuvent placer ces vacances en janvier et février), plus 2 semaines commençant le samedi qui précède Noël.

Nouveau-Brunswick.—Du premier juillet au 30 juin, avec des vacances d'été de 8 semaines commençant le premier juillet et des vacances d'hiver de 2 semaines commençant le samedi qui précède Noël.

Québec.—Du premier juillet au 30 juin. Les règlements du comité catholique exigent que les écoles soient fermées chaque année du premier juillet au premier lundi de septembre; les règlements du comité protestant, du premier juillet au 15 août, mais dans la pratique, les écoles ouvrent au commencement de septembre.

Ontario.—Dans les écoles publiques et dans les écoles séparées, l'année scolaire se divise en deux semestres, du premier septembre au 22 décembre et du 3 janvier au 20 juin; dans l'enseignement secondaire (hautes écoles et instituts collégiaux) l'année scolaire est la même, si ce n'est que ces écoles s'ouvrent le premier mardi de septembre. Il existe, de plus, une semaine de vacances après Pâques. Les statistiques relatives aux écoles publiques et aux écoles séparées, que l'on trouvera dans ce rapport, sont basées sur les deux semestres qui constituent l'année de calendrier, tandis que celles concernant les écoles secondaires les écoles normales, les écoles techniques, etc., couvrent l'année commençant en septembre.

Manitoba.—Du premier juillet au 30 juin, avec les vacances suivantes:

(a) Pâques—la totalité de la semaine commençant le jour de Pâques.

(b) Mi-été—du premier juillet au troisième lundi d'août, ces deux jours inclus, ou bien, par résolution spéciale de la commission scolaire, jusqu'au premier jour de septembre.

(c) Noël—du 24 décembre au 2 janvier, ces deux jours inclus.

Saskatchewan.—Financièrement, année de calendrier; statistiquement, du premier juillet au 30 juin, (toutefois, jusqu'en 1920, les statistiques couvrent l'année de calendrier.

Vacances—dans les villages et les districts ruraux, au moins 7 semaines par an, dont une partie, variant entre 1 et 6 semaines, doit être en été; les vacances d'été se placent entre le premier juillet et le premier octobre et celles d'hiver entre le 23 décembre et le 15 février. Dans les villes et les cités au moins 7 semaines, dont 6 semaines à partir du 2 juillet et 9 jours à partir du 23 décembre.

Alberta.—Financièrement, année de calendrier; statistiquement, du premier juillet au 30 juin. (Toutefois, jusqu'en 1920, les statistiques couvraient l'année de calendrier).

Vacances—dans les districts ruraux, de 7 à 10 semaines; les vacances d'été se placent entre le 15 juin et le premier septembre, celles d'hiver entre le 24 septembre et le 2 janvier. Dans les cités et les villes, de huit à douze semaines.

Colombie-Britannique.—Du premier juillet au 30 juin. Vacances d'été depuis le dernier vendredi de juin jusqu'au mardi qui suit immédiatement la Fête du Travail. Vacances d'hiver, 2 semaines précédant le premier lundi de janvier; vacances de Pâques, 4 jours suivant le lundi de Pâques.

IÈRE PARTIE.—L'INSTRUCTION PUBLIQUE AU CANADA PENDANT L'ANNÉE 1921.

ÎLE DU PRINCE-ÉDOUARD

L'assiduité dans les écoles générales.—Au cours de l'année 1921 il y eut dans l'île du Prince-Edouard 461 écoles dirigées par le ministère de l'Instruction publique, à l'exclusion du collège Prince of Wales et de l'Ecole Technique et d'Agriculture. Ces écoles formaient 590 salles de classes; 403 étaient des écoles primaires, ce qui signifie dans cette province une école à classe unique; 29 formant 62 classes étaient des écoles à classes multiples; 29 avec 125 classes étaient des écoles de première classe, c'est-à-dire des écoles à classes multiples dans lesquelles on enseigne aussi bien les matières de haute école que les sujets de l'enseignement primaire. Le nombre des élèves inscrits atteignit 17,510, dont 8,913 garçons et 8,957 filles; la moyenne de fréquentation quotidienne fut de 11,446 élèves, soit 65.3 p. c. des élèves inscrits. Au recensement de l'île, effectué en 1921, sa population était de 88,615 habitants, chiffre le plus bas qui ait été constaté depuis 1861; les élèves inscrits dépassant de 156 le nombre de 1920, le plus minime depuis 1877; toutefois, la moyenne de fréquentation quotidienne fut plus élevée qu'elle ne l'avait été depuis 1915. Quant au pourcentage d'assiduité, il n'avait encore jamais été atteint dans la province et cependant, à cet égard, l'île du Prince-Edouard ne se place qu'au septième rang des provinces canadiennes, ce qui s'explique par la prépondérance des élèves des écoles rurales ou à classe unique, (11,549) sur ceux fréquentant les écoles à classes multiples (5,961), prépondérance qui est presque le double de celle de toute autre province. A ce sujet, il sera utile de lire le résumé de la législation scolaire, p. 000; on y verra qu'en 1921 la province a modifié sa loi scolaire, de telle sorte que si les élèves d'un district scolaire ne forment pas au moins 60 p. c. de la population d'âge scolaire du district, l'allocation provinciale pour le traitement de l'instituteur subit une réduction proportionnée à la mesure dans laquelle la fréquentation s'éloigne de 60 p. c. Le montant de cette réduction peut être exigé des parents et tuteurs négligents, sauf dans le cas de maladies épidémiques, etc. L'âge scolaire de l'île du Prince-Edouard va de 6 à 15 ans inclusivement. D'après le recensement de 1911, la population de ces âges représentait 22.25 p. c. de la population totale. En supposant que cette proportion se soit maintenue, en 1921 il y aurait eu 19,716 enfants d'âge scolaire. La moyenne de fréquentation de 11,446 dépasse légèrement 58 p. c. de cette population. Toutefois, il est présumable que la population d'âge scolaire a déchu depuis 1911, plus rapidement que la population totale, ceci étant un phénomène commun dans les cas de décroissement de population, de telle sorte qu'il est probable que le minimum d'assiduité de 60 p. c. était atteint en 1921. D'autre part, en 1920, cette moyenne avait été de 10,991, soit 63.3 p. c. des élèves inscrits, tandis qu'en 1919 elle se limitait à 62 p. c. Il semble donc que l'on soit descendu à ce minimum de 60 p. c. pour la première fois en 1921, constatation d'autant plus intéressante pour la loi nouvelle, de même que pour une autre loi rendant plus sévère l'obligation de l'instruction obligatoire, qui ne fut passée qu'au printemps de 1921, soit vers la fin de l'année scolaire. En 1921, le pourcentage d'assiduité dans les écoles primaires fut 62.1 p. c.; dans les écoles à classes multiples, 67.6 p. c.; et dans les écoles de première classe de 73 p. c.; en 1920, dans les mêmes écoles, les pourcentages respectifs avaient été 59, 66 et 73, ce qui démontre une amélioration de l'assiduité dans les écoles rurales d'environ 6 p. c.

Assiduité dans les autres écoles.—Outre les 17,710 élèves des écoles de jour ordinaires, on comptait 241 étudiants au Collège Prince of Wales et 241 à l'université St-Dunstan, 42 élèves dans les écoles indiennes, 145 dans les écoles techniques et 260 dans les écoles privées, formant un grand total de 18,439. De plus, 32 jeunes gens originaires de l'île du Prince-Edouard étaient dans les universités de la Nouvelle-Ecosse, 15 dans celles du Nouveau-Brunswick, 43 dans Québec, 8 dans Ontario et 4 dans la Saskatchewan, soit 102 étudiants inscrits dans les universités des autres provinces; 20 autres étaient dans les collèges affiliés des autres provinces; 7 sourds et 4 aveugles étaient dans les institutions de la Nouvelle-Ecosse, soit au total 18,572 élèves de toutes catégories, ou 1,062 de plus que ceux des écoles ordinaires. Enfin, il existe une école de navigation et quelques collèges commerciaux dont il a été impossible de se procurer la statistique, non plus d'ailleurs que celle de quelques écoles privées.

Résultats de la fréquentation scolaire.—Les résultats immédiats de la fréquentation scolaire ne peuvent être appréciés par la statistique qu'à l'aide de la connaissance du degré d'avancement des écoliers. L'île du Prince-Edouard divise les travaux de ses écoles urbaines en degrés correspondants aux degrés I à X des autres provinces, mais elle ne relève pas les données spéciales à chacun de ces degrés et résume ses informations à quatre échelons (forms). Le plus haut de ces échelons (IV), correspondant presque exactement aux degrés VIII et IX des autres provinces, possédait 1,462 élèves en 1921. Les classes de travaux préparatoires au collège Prince of Wales comptaient 227 élèves et à l'université de St-Dunstan, 146; de plus il y avait dans les écoles privées 20 élèves à partir et au-delà du degré VIII, le tout formant un total d'environ 1,855 écoliers ayant dépassé le degré VII; enfin, les degrés universitaires en comptaient 231. Les classes techniques étaient suivies par 35 élèves, qui étaient vraisemblablement adolescents ou adultes, recevant l'enseignement secondaire, de telle sorte que 2,121 écoliers ou étudiants de l'île du Prince-Edouard avaient dépassé les cours de l'instruction primaire. Ce nombre représente 11.4 p. c. de la totalité des élèves de toutes les maisons d'enseignement de la province et 2.4 p. c. de la population totale.

Instituteurs, traitements et subventions aux écoles.—Les instituteurs et institutrices ayant enseigné au cours de l'année étaient au nombre de 591, dont 103 du sexe masculin et 488 du sexe féminin; 95 possédaient des diplômes de première classe, 355 de seconde classe, 133 de troisième classe et 8, étaient surnuméraires. La proportion des instituteurs du sexe masculin a régulièrement diminué jusqu'en 1920 et le pourcentage de 21 constaté en 1921 est supérieur à celui des deux années précédentes; même observation pour le pourcentage des instituteurs de première classe. Les traitements des instituteurs détenteurs de diplômes de première classe, s'élevaient à \$886, soit environ 40 p. c. au-dessus de l'année précédente; ceux de seconde classe recevaient \$574, ce qui constitue une augmentation de 50 p. c. sur l'année précédente et ceux de troisième classe \$563, soit une augmentation de 47 p. c. Les institutrices dotées de diplômes de première classe recevaient \$650, soit environ 50 p. c. de plus que l'année précédente. Le directeur général de l'enseignement explique ces augmentations (1) par l'élévation des subventions de la province résultant de la Loi des écoles publiques de 1920, (2) par la législation qui pour la première fois obligeait les districts à contribuer aux traitements des maîtres et maîtresses d'école, (3) par la rareté du personnel enseignant, mais surtout (4) par «une meilleure appréciation de la nécessité de l'instruction et une volonté accrue, de faire des sacrifices en faveur des écoles». Tous ensemble, les districts ont voté \$157,766, au lieu de \$147,393 en 1920, soit une augmentation d'environ 7 p. c. et sur cette somme \$86,613 étaient affectés au traitement du personnel enseignant. En fait, la somme effectivement dépensée par les districts pour le traitement des instituteurs en 1921 atteignit \$81,278, soit 25 p. c. de plus qu'en 1920; environ 90 p. c. de plus qu'en 1919, 147 p. c. de plus qu'en 1918 et ainsi de suite jusqu'à ce que l'on arrive à plus de 800 p. c. de plus qu'en 1901. Les sommes dépensées par le gouvernement de la province en faveur de l'instruction publique, pendant la même période ont été portées de \$128,288 à \$244,347, en augmentation d'environ 90 p. c.

Inspection médicale.—L'inspection médicale fut introduite dans les écoles en 1921, avec la coopération de la Société de la Croix-Rouge. En tout, 20 écoles furent inspectées et 2,418 élèves furent examinés, pesés et mesurés. Environ 6·7 p. c. des élèves examinés ne présentèrent aucune défectuosité et 19·2 p. c. ne présentèrent d'autres défectuosités que celle de la dentition. Nous ne savons pas quelles écoles ont été visitées, ni si elles ont été prises au hasard ou bien choisies à dessein. La Société de la Croix Rouge a fourni les fonds nécessaires à cette inspection à laquelle il fut procédé par ses propres infirmières avec l'aide des médecins locaux. Cette mesure importante ne sera continuée après 1922 que si elle est l'objet d'une subvention soit provinciale, soit locale.

Ecole Technique ou d'Agriculture.—Cette école ouverte en novembre 1920 reçoit une part de chacune des subventions du gouvernement fédéral en faveur de l'instruction agricole et de l'instruction technique. Durant l'année, 145 élèves s'y firent inscrire, dont 35 suivirent les cours du jour et 110 ceux du soir. Il est suggéré que l'école élargisse le cadre de son enseignement en y ajoutant la science ménagère, la préparation industrielle du poisson et certaines autres industries particulières à la province.

Petites écoles.—Tout ce qui précède semble témoigner d'un mouvement de renaissance de l'instruction publique dans l'île du Prince-Edouard. Toutefois le nombre des petites écoles semble, dans l'opinion du directeur général, constituer une entrave à son programme. Il signale, qu'en 1921, 146 écoles n'eurent que de 3 à 14 élèves, dont 58 d'entre elles en ayant moins de 11; ceci représente plus de 30 p. c. de la totalité des écoles de la province. Il ajoute que le coût per capita de l'entretien de certaines petites écoles typiques atteint \$65, au lieu de \$41.77 pour les écoles de Charlottetown et Summerside et de \$31.82 pour l'ensemble des écoles de la province. A son avis, le coût excessif de ces écoles n'est pas leur moindre défaut et il prétend que presque toutes les petites écoles sont inefficaces. Il conseille la clôture de la majorité de ces écoles, la fusion de plusieurs districts scolaires en un seul et, si nécessaire, le transport en voiture des enfants à l'école.

NOUVELLE-ÉCOSSE

Population scolaire des écoles générales.—En l'année 1921, il y avait en Nouvelle-Ecosse, 1,779 sections scolaires, 1,787 maisons d'écoles ou institutions enseignantes, 2,871 locaux scolaires ou classes et 2,898 écoles. On appelle «école», en Nouvelle-Ecosse, l'ensemble des élèves et de leur instituteur formant une classe. Dans les écoles générales (ce terme étant employé dans cette province pour désigner les écoles primaires et les écoles secondaires professant le programme ordinaire des degrés I à XII), 109,483 élèves étaient inscrits, chiffre le plus élevé qui ait été atteint dans la province et dépassant de 451 la population scolaire de 1916, qui tenait jusqu'ici la tête. Depuis 1865, le nombre des écoliers de la province s'est augmenté assez régulièrement, sauf quelques dépressions en 1873-74, 1880, 1887-92, 1897, 1899-1904 et 1917-20. On verra dans le tableau suivant les différents niveaux atteints à certaines périodes dans les écoles de la Nouvelle-Ecosse; au cours des périodes indiquées dans ce tableau l'augmentation a été régulière d'année en année, pour faire place à des dépressions se produisant entre les dites périodes.

Année scolaire	Ecoliers au commencement et à la fin de la période	Pourcentage d'augmentation	Population à l'époque	Pourcentage d'augmentation	Année de recensement
1865-1871.....	39,461 à 75,995.....	100 -192·6	330,857	100	1861
1874-1879.....	76,277 à 82,998.....	193·3-210·3	387,800	117·2	1871
1885-1886.....	84,025 à 85,714.....	212·9-217·2	440,572	133·2	1881
1893-1896.....	93,899 à 102,032.....	237·9-256·0	450,396	136·1	1891
1898.....	101,203.....	256·5	459,574	138·9	1901
1909-1916.....	102,035 à 109,189.....	258·6-276·7	492,338	148·8	1911
1921.....	109,483.....	277·5	523,837	158·3	1921

Les chiffres antérieurs à l'année 1893 ne sont pas strictement comparables avec ceux de la période postérieure, car la première représente la moyenne des élèves inscrits pendant les deux termes dont se composait alors l'année scolaire, tandis que les autres représentent le total des élèves figurant dans les registres pendant l'année entière. Lors de l'introduction du système annuel en 1893, on constata une augmentation remarquable de 8,872 écoliers, soit plus de 10 p.c. sur l'année précédente, ce qui s'explique aisément par le fait que les élèves qui, sous l'ancien système, ne suivaient l'école que pendant le premier terme, ne figuraient pas aux registres durant le second terme, tandis que le système annuel permet de les maintenir sur le registre durant l'année entière. Les chiffres ci-dessus ne représentent pas exactement les progrès réalisés par l'instruction publique pendant cette phase, puisque ils laissent de côté les élèves des écoles techniques et de différentes autres écoles qui ont augmenté très rapidement durant les dernières années.

Moyenne de fréquentation.—L'assiduité quotidienne des élèves à l'école est beaucoup plus intéressante à connaître que le nombre des inscriptions et ce qui compte après tout, c'est la présence effective à l'école. En 1921, elle s'établit à 73,238, chiffre qui n'avait encore jamais été atteint, le plus élevé jusqu'alors ayant été celui de 1915, lequel se trouve dépassé de 2,877 ou 4 p.c. La fréquentation est beaucoup plus susceptible de fluctuations que l'inscription et l'on ne peut s'attendre à ce qu'elle présente la même régularité d'accroissement d'année en année; néanmoins, son niveau s'est élevé d'une manière normale, les périodes de continuité depuis 1893 étant:

1893-1898—	50,103—57,771
1906	59,165
1909-1910—	61,787—65,630
1913-1915	65,686—70,361
1921	73,238

Ou si l'on préfère, il s'est maintenu entre 50,000 et 60,000, de 1893 à 1908
60,000 et 66,000, de 1909 à 1913
66,000 et 73,238, de 1914 à 1921.

Le pourcentage d'assiduité, encore plus accessible aux oscillations, n'a pas cessé d'élever son niveau, passant de 51.8 en 1894 à 58.2 en 1908, à 60.7 en 1909 et enfin à 66.9 en 1921. Ce dernier pourcentage constitue un maximum; précédemment, le plus élevé avait été constaté en 1915 avec 65.3. Donc, entre 1893 et 1921, tandis que la population s'accroissait de 16.3 p.c. et le nombre des écoliers inscrits s'augmentait de 12.5 p.c., la moyenne de fréquentation quotidienne à ces écoles s'accroissait de 46.2 p.c. et le pourcentage d'assiduité de 29.1.

Élèves des autres écoles.—La population scolaire des autres écoles sous le contrôle administratif se dénombre ainsi qu'il suit: écoles normales 241, écoles de science rurale 137, collège agricole (cours régulier) 73 et cours abrégé 480; collège technique 33, école technique du soir 2,042 et école des mines 393, soit 3,399 élèves des institutions appelées dans cette province écoles techniques. Outre ceux-ci, 594 étudiants suivaient un cours de 4 semaines pour se préparer aux fonctions d'instituteurs. Les universités de la province possédaient 1,455 étudiants, les collèges (à l'exclusion des collèges techniques et d'agriculture) 449, les écoles privées 2,072, les écoles indiennes 246, les écoles pour les aveugles et pour les sourds 308 et les collèges commerciaux particuliers 1,226. Enfin, quelques institutions privées dont nous n'avons pu nous procurer les statistiques éduquaient aussi un certain nombre d'élèves. Au total, toutes les maisons d'instructions de la province possèdent ensemble 119,232 élèves ou étudiants. Sur la population totale 22.8 p.c. constitue la gent e écolière.

Résultats.—Sur les 109,483 enfants inscrits dans les écoles générales, 9,705 suivaient les cours de haute école ou d'enseignement secondaire (IX à XII). Si l'on adopte le système d'analyse employé pour l'île du Prince-Edouard, le degré VIII devrait être assimilé à l'enseignement secondaire, afin de déterminer les résultats de l'assiduité scolaire. D'autre part, les degrés VII et VIII sont considérés comme appartenant au cours secondaire dans les «*Junior High Schools*». En Nouvelle-Ecosse et dans d'autres provinces, l'algèbre et le latin sont enseignés dans le degré VIII, ainsi que les travaux manuels, la science ménagère et l'agriculture. En Nouvelle-Ecosse, le degré VIII possédait 5,891 élèves et le degré VII, 7,103, soit un total de 22,699 écoliers, à partir et au-delà du degré VII. Dans les écoles privées on comptait 539 élèves dans les degrés secondaires, 611 en y comprenant le degré VIII et 693 en y comprenant le degré VII. Nous arrivons donc à un total de 23,391 enfants dans les degrés VII à XII. De plus, il y avait dans les universités 175 élèves des cours préparatoires et 285 dans les collèges, c'est-à-dire 23,852 élèves dans les degrés secondaires. Si l'on ajoute à ceux-ci les 245 adolescents faisant des études spéciales dans les écoles privées, les 1,226 qui suivent les cours des collèges commerciaux privés et les 1,262 inscrits aux écoles techniques autres que les cours du soir ou suivant des cours abrégés au collège d'agriculture, nous avons 26,585 élèves dans l'enseignement secondaire. Enfin, les facultés universitaires comptaient 2,010 étudiants, y compris ceux des cours réguliers des collèges techniques et des collèges d'agriculture, mais à l'exclusion des étudiants se préparant à entrer aux universités. Tous ces jeunes gens forment un total de 28,595 élèves ou étudiants de toutes les institutions enseignantes ayant dépassé le degré VI, soit presque 5·5 p.c. de la population totale. Le recensement de 1911 indique que les jeunes gens des deux sexes, de 13 à 24 ans inclusivement, représentaient 23·2 p.c. de la population totale de la Nouvelle-Ecosse. Si la même proportion s'est maintenue en 1921, les écoliers au delà du degré VI représenteraient 23·7 p.c. de la population de ces âges, outre les 2,042 élèves suivant les cours du soir des écoles techniques.

Elimination.—Depuis 1919, le ministère de l'Instruction publique de la Nouvelle-Ecosse a dressé un tableau indiquant l'âge des élèves des différents degrés scolaires dans les écoles générales; un relevé identique existe depuis 1920 pour la cité d'Halifax. L'âge des élèves est donné d'année en année jusqu'à 16 ans; dorénavant, ces données se continueront jusqu'à l'âge de 20 ans. On trouvera ces tableaux sur les pages 66 et 68 de ce rapport; ils permettent de connaître exactement l'âge auquel les élèves des écoles générales cessent leurs études et leur degré d'instruction à ce moment. En se livrant à l'analyse de ce tableau et avant d'en tirer les conclusions, il faut prendre en considération que les étudiants des écoles techniques et des écoles similaires sont compris au nombre de ceux qui quittent l'école. Dans la province entière, il y avait 10,624 enfants âgés de douze ans, en août 1920, c'est-à-dire au commencement de l'année scolaire. A la même date, on comptait 11,723 enfants fréquentant les écoles depuis au moins 8 ans, durée maximum. En 1911, la province avait 10,332 enfants de 9 ans, comparativement à 9,963 de 13 ans, soit une moyenne de 10,204 entre les âges de 12 et 13 ans; d'où il suit que la décroissance de la population entre 9 et 13 ans était à peu près négligeable. En 1921, les écoles comptaient 1,099 enfants de 13 ans de moins que la normale. Sur les 1,532 élèves des écoles privées sur lesquelles on possède des informations précises, 577 avaient moins de 13 ans, 955 plus de 13 ans, les plus âgés ne dépassant pas 16 ans. Il semble donc qu'une proportion considérable—probablement une moitié—de ceux qui quittent les écoles générales à ces âges vont dans les écoles privées. Après avoir fait la part des écoles techniques, des écoles d'aveugles et des sourds et d'autres institutions de bienfaisance tenues à instruire leurs pensionnaires par la loi de la Nouvelle-Ecosse des collèges commerciaux, il semble que les écoles de la Nouvelle-Ecosse ne perdent qu'une proportion négligeable de leurs élèves avant l'âge de 13 ans. Toutefois, entre les âges de 13 et 14 ans, dernière année de fréquentation obligatoire dans les écoles autres que celles des villes, on constate une chute de 10,624 à 9,329, soit une différence de 1,295.

Corps enseignant.—En 1921, le corps enseignant de la Nouvelle-Ecosse se composait de 3,089 instituteurs et institutrices, chiffre qui n'avait jamais encore été atteint; 203 appartenaient au sexe masculin et 2,886 au sexe féminin. La proportion des instituteurs par rapport aux institutrices a subi une décroissance régulière depuis le commencement du siècle. Cette décroissance ayant atteint son point extrême en 1919 où ceux-ci n'étaient plus que 163, soit 109 de moins qu'en 1914, début de la guerre. La classification du personnel enseignant se trouve à la page 91. Sur ce total de 3,089 instituteurs et institutrices 1,598 sortaient de l'Ecole Normale, le plus grand nombre des autres étant détenteurs d'un brevet d'enseignement obtenu après avoir passé l'examen du «minimum de qualification professionnelle»; le diplôme de ceux-ci doit être d'un degré plus élevé que celui des normaliens. Il est à remarquer qu'un grand nombre de ceux qui ne sortent pas de l'école normale suivent un cours abrégé à l'Institut Pédagogique; ceux-ci étaient au nombre de 594 en 1921 et de 331 en 1920. Entre 1901 et 1921 4,451 instituteurs ont passé par le Collège Normal. Sans doute quelques-uns de ceux-ci peuvent être comptés deux fois, car un certain nombre, après avoir quitté le Collège Normal y sont revenus dans le but d'obtenir un diplôme d'un ordre supérieur, mais ce chiffre suffit à démontrer qu'en 22 ans, environ 2,000 instituteurs et institutrices sortant de l'école normale ont abandonné leur carrière ou bien sont aller enseigner dans d'autres provinces. En 1921, on comptait 599 instituteurs ou institutrices nouveaux, tandis que 1,023, soit environ un-tiers de la totalité n'avaient encore enseigné qu'une année ou moins. Quant aux instituteurs des trois plus hautes catégories, 71 ou 35 p.c. avaient enseigné plus de dix ans; 36 d'entre eux possédaient un diplôme «académique», qui est le plus élevé; quant aux institutrices, 432 d'entre elles, soit environ 15 p.c. avaient enseigné depuis plus de 10 ans. On comptait 77 instituteurs des deux sexes ayant enseigné depuis 30 ans ou plus, comparativement à 14 en 1896; cette proportion n'avait jamais été aussi forte, non plus d'ailleurs que celle des instituteurs ayant enseigné de puis plus de dix ans. Nous donnons ci-dessous le traitement des instituteurs des deux sexes en 1921, comparativement en 1920 et à 1891.

	Instituteurs			Institutrices		
	1921	1920	1891	1921	1920	1891
	\$	\$	\$	\$	\$	\$
Académique.....	1,882	1,607	.....	1,292	1,099	.....
Classe A.....	1,471	1,234	448	907	762	.....
Classe B.....	1,075	997	.....	687	575	286
Classe C.....	791	531	260	557	448	223
Classe D.....	547	413	185	431	333	163

Finances scolaires.—Le montant des taxes scolaires locales perçues en 1921 s'est élevé à \$2,370,712, contre \$1,978,242 en 1920. D'autre part, le fonds scolaire municipal a encaissé \$495,242, au lieu de \$224,025 et les subventions et allocations de la province ont produit \$576,591, au lieu de \$500,405; ces trois sources réunies forment un total de \$3,442,546, au lieu de \$2,707,673. On remarquera que l'augmentation proportionnelle la plus forte se trouve dans le fonds scolaire municipal, la taxe de capitation qui grossit ce fonds ayant été porté à \$1. L'objet de ce fonds est d'obliger les municipalités les plus riches à venir en aide aux plus pauvres. Ce fonds est distribué entre les sections scolaires par deux méthodes: (1) une somme fixe pour chaque instituteur engagé, (2) le surplus est distribué sur la base de la fréquentation scolaire, ce qui constitue une espèce de prime d'encouragement à l'assiduité des élèves. La moyenne des dépenses publiques pour chaque élève inscrit en 1921 s'est élevée à \$31.47, au lieu de \$25.05 en 1920, la même moyenne, par chaque journée de fréquentation, atteignit \$47.04, contre \$40.67 en 1920. Ainsi, tandis que l'on constate une augmentation de \$6.42, soit près de 25 p.c., dans le premier cas, l'accroissement n'est plus que de \$6.37 ou environ 15 p.c. dans le second cas. D'autre part, depuis 1901 ces dépenses ont augmenté de 267 p.c., si l'on considère le nombre des élèves inscrits, mais de 199 p.c. seulement, si l'on considère le nombre de ceux qui fréquentent effectivement l'école, constatation consolante.

Inspection médicale.—En ce qui concerne la surveillance des écoles publiques, au point de vue de l'hygiène, le département de la Santé publique coopère avec le ministère de l'Instruction publique. Sur les indications du Directeur de l'enseignement, il a été préparé une fiche sur laquelle sont relevés les progrès scolaires d'un élève en même temps que son état physique pendant les années passées sur les bancs de l'école, avant d'atteindre les degrés de haute école. Cette fiche suit l'élève de degré en degré et d'école en école. La compilation des données statistiques ainsi recueillie effectuée en 1921, démontre que 79,732 enfants avaient été vaccinés antérieurement à août 1920 et 13,132 pendant la durée de l'année scolaire 1920-21. Au cours de la même année, 27,997 écoliers ont été examinés au point de vue médical dentaire et 13,341 d'entre eux désignés pour recevoir un traitement. Dans les localités où ces opérations s'exercent indépendamment des autorités scolaires, 12,324 écoliers ont bénéficié de la même inspection, ce qui porte à plus de 44,000, soit environ 40 p.c. de la gentry écolière, le nombre des examens faits par les infirmières attachées aux écoles et celles dépendant du département de l'Hygiène. Près de 30 p.c. des déficiences découvertes par les infirmières scolaires et environ 20 p.c. de celles signalées par les infirmières du département de l'Hygiène ont été corrigées. Afin de démontrer l'utilité des services qu'on en peut retirer, la Société canadienne de la Croix Rouge a décidé de placer l'une de ses infirmières dans chaque comté, où elle séjournera pendant un an. La municipalité de la cité d'Halifax s'est assurée les services d'une infirmière additionnelle. Après l'expiration de l'année, le paiement de ces infirmières sera assuré collectivement par les municipalités et les villes, conformément aux dispositions de la Loi sur l'Hygiène. Un cours sur l'Hygiène publique inauguré en 1919 à l'Université de Dalhousie a été répété en 1921, avec 11 élèves; ce cours, qui dure plus de six mois, procure aux étudiants un entraînement intensif; il est ouvert aux infirmières diplômées possédant les qualités requises pour l'admission. Le personnel de la cité d'Halifax se compose de 2 docteurs, 2 dentistes, 4 infirmières, 5 instituteurs auxiliaires et un instituteur pour les demi aveugles. Les institutions consacrées au traitement et à l'éducation des enfants anormaux, soit physiquement, soit mentalement, sont: une classe de nutrition, une classe de plein air, une clinique dentaire, 2 dispensaires, 5 classes auxiliaires et une classe pour les demi aveugles.

Dans cette cité se trouve également l'école provinciale pour les aveugles et les sourds, où l'on accueille les sourds et les aveugles de toutes les provinces maritimes et de Terre-Neuve; en 1921, elle comptait 176 élèves, dont 95 garçons et 81 filles. En septembre 1921, on constatait que 102 de ces élèves étaient originaires de la Nouvelle-Ecosse, 30 du Nouveau-Brunswick, 4 de l'île du Prince-Edouard et 11 de Terre-Neuve. La division des sourds possédait 132 élèves, dont 80 originaires de la Nouvelle-Ecosse, 28 du Nouveau-Brunswick, 7 de l'île du Prince-Edouard, 15 de Terre-Neuve, 1 de l'Alberta et 1 de la Colombie-Britannique. Une loi de 1921 ordonnait la création d'une école à l'usage spécial des enfants faibles d'esprit. Il existe aussi une école de correction pour les enfants incorrigibles; parmi les élèves de la province examinés en 1921, 265 furent classés comme mentalement défectueux et 146 comme incorrigibles. Halifax pourvoit aux besoins de ces enfants anormaux au moyen de 5 classes auxiliaires.

Ecole Technique et d'Agriculture.—Le Collège Normal provincial de Truro se complète par le Collège d'Agriculture provincial, situé dans son voisinage. L'organisation provinciale, qui s'occupe de l'enseignement de l'agriculture dans les écoles rurales, possède conjointement avec l'Institut féminin une école modèle rurale dans la banlieue de Truro, mise à la disposition des élèves-instituteurs de l'école normale. Le Collège Technique provincial d'Halifax leur donne les connaissances techniques nécessaires. L'œuvre des établissements agricole et technique de la province à ses différentes phases peut se résumer ainsi qu'il suit:

TRAVAUX TECHNIQUES DE LA NOUVELLE-ECOSSE EN 1921

		Elèves
I. Travaux appartenant au programme des écoles ordinaires	Travaux manuels	1,895
	Écoles de science ménagère.....	2,268
II. Travaux exclus du programme des écoles ordinaires mais participant à l'allocation fédérale, pour l'instruction agricole.	École de science rurale.....	137
	Collège d'agriculture (cours abrégés).....	480
III. Travaux techniques, non compris dans le programme des écoles ordinaires, régis par la Loi fédérale sur l'enseignement technique.	Écoles techniques du soir.....	2,042
	Écoles des mines.....	393
IV. Cours abrégés pour instituteurs.....	Institut préparatoire aux fonctions d'inspecteur....	594
V. Travaux techniques dans les collèges non régis par la Loi fédérale sur l'enseignement technique (mais ceux du collège d'agriculture sont gouvernés par la Loi sur l'instruction agricole).....	Collège normal.....	241
	Collège d'agriculture (régulier).....	73
	Collège technique (régulier).....	33
	Universités.....	108
VI. Collèges commerciaux (privés).....		1,226

NOUVEAU-BRUNSWICK

Ecoles générales.—Au Nouveau-Brunswick, l'année scolaire est divisée en deux semestres se terminant les 31 décembre et 30 juin. La plupart des données se rapportant à la statistique scolaire sont relatées dans les rapports provinciaux, par semestre, et non par an. Le questionnaire à remplir pour le semestre de juin contient les questions suivantes: (1) «Nouveaux élèves ayant fréquenté pendant ce semestre les écoles ouvertes pendant les deux «semestres»? et (2) «Élèves ayant fréquenté pendant ce semestre les écoles qui n'étaient pas ouvertes pendant le semestre précédent»? Les réponses données à ces questions indiquaient 5,472 et 4,012 nouveaux élèves au 30 juin 1921, lesquels ajoutés aux 64,228 écoliers inscrits pendant le premier semestre terminé le 31 décembre 1920, donnent un total pour l'année entière de 73,712 écoliers. Cette information ne manque pas d'importance, car elle éclaire d'une lumière nouvelle l'inflation des inscriptions scolaires dans les différentes provinces et la déflation du pourcentage de fréquentation. Pendant le premier semestre terminé le 30 juin, on comptait 68,092 écoliers inscrits et pendant celui terminé le 31 décembre il y en avait 64,228. Sur les 68,092, 9,484 étaient soit de nouveaux élèves (jeune enfants commençant au printemps ou élèves arrivant d'autres pays), ou bien encore des élèves qui, quoique inscrits à d'autres écoles pendant le semestre précédent, furent considérés comme de nouveaux élèves et se trouvent ainsi comptés deux fois pendant l'année; il restait donc 58,608 élèves ayant fréquenté l'école pendant l'année entière. D'autre part, puisque 64,228 élèves figuraient sur les listes d'inscription du premier semestre, 5,620 d'entre eux doivent avoir quitté l'école pendant le premier semestre et, néanmoins, ils ont continué à figurer sur cette liste pendant l'année entière. Par conséquent, il est plus exact de dire qu'il y a véritablement 58,608 élèves annuels et 15,104 semestriels. On voit par là combien il est difficile de déterminer d'une façon exacte l'assiduité des enfants à l'école et la difficulté que l'on éprouve à dire exactement combien d'élèves ont effectivement fréquenté l'école dans une province quelconque. Les rapports semestriels indiquent aussi le nombre de jours de fréquentation de tous les élèves pendant un semestre et en ajoutant ensemble les chiffres des deux semaines, on obtient l'information pour la totalité de l'année; c'est ainsi que l'on procède pour fixer la moyenne quotidienne de fréquentation et le pourcentage d'assiduité pour l'année entière. Au moyen de ces données, il est possible d'établir une comparaison intéressante entre les deux semestres et l'année entière et de déterminer l'influence qu'exercent les fluctuations de l'inscription sur la moyenne et sur le pourcentage de fréquentation. Il vaut la peine de jeter les yeux sur les chiffres suivants, les conclusions qu'ils suggèrent s'appliquant vraisemblablement aux autres provinces, aussi bien qu'au Nouveau-Brunswick.

	Premier semestre	Deuxième semestre	Année entière
Elèves inscrits.....	64,228	68,092	73,712
Jours de présence cumulatifs.....	3,651,626	5,683,426	9,835,052
Moyenne quotidienne de fréquentation.....	48,329	50,388	49,608
Pourcentage des inscrits fréquentant effectivement l'école.....	75.24	74.0	67.3
Moyenne des jours d'ouverture des écoles.....	74.7	114.5	189.2
Moyenne des journées passées à l'école par les élèves.....	56.8	83.5	126.7
Nombre des élèves qui n'ont appartenu à l'école que pendant un semestre, mais qui ont été comptés pour l'année entière dans le calcul de la moyenne d'assiduité.....	5,620	9,484	15,104
Nombre d'élèves ayant appartenu à l'école pendant toute l'année.....	58,608	58,608	58,608
Pourcentage approximatif de l'assiduité de ces 58,608 élèves.....	75.24	74.00	74.05
Nombre approximatif des jours passés à l'école par ces 58,608 élèves.....	56.0	83.5	139.5
Moyenne quotidienne d'assiduité pendant l'année entière.....	45,010	46,777	
Nombre de jours de l'année scolaire.....	80.0	124.0	204.0

Par conséquent, les 15,104 élèves ont fait baisser le pourcentage annuel d'assiduité de 74.05 à 67.03, même en présumant que quelques-uns d'entre eux n'ont pas été comptés deux fois sur la liste d'inscription. Nonobstant cette réduction, le Nouveau-Brunswick occupe le troisième rang entre les provinces de la Puissance, quant au pourcentage d'assiduité scolaire, lequel est du reste le plus élevé qui ait été constaté dans cette province. On a déjà vu que les mêmes résultats ont été obtenus dans les deux autres provinces maritimes, d'où l'on peut conclure que les lois sur la scolarité obligatoire ont été appliquées en 1921 plus strictement que jamais auparavant.

Autres institutions enseignantes.—Le tableau I nous enseigne que les institutions enseignantes, autres que les écoles générales possédaient 4,375 élèves ou étudiants, ce qui porte la gent scolaire du Nouveau-Brunswick à 78,087. En même temps, 30 aveugles et 28 sourds peuplaient les institutions ad hoc d'Halifax, N.-E., aux frais de la province. Les universités canadiennes, autres que celles de cette province, avaient 394 étudiants et les collèges 68, originaires du Nouveau-Brunswick, soit 181 étudiants de plus que le nombre des étrangers peuplant les universités et les collèges du Nouveau-Brunswick. En définitive, 78,326 néo-Brunswickois fréquentaient les institutions enseignantes, soit 20.5 p.c. de la population.

Fréquentation scolaire.—Durant le second semestre, on comptait au Nouveau-Brunswick 2,270 élèves dans les degrés secondaires, mais il est évident que ce nombre est fort inférieur à la réalité, pour la raison déjà donnée, à savoir, que le nombre des élèves inscrits à un moment quelconque de l'année dépasserait de beaucoup celui des élèves inscrits pendant l'un ou l'autre semestre; il serait par conséquent injuste de faire des comparaisons ou de tirer des conclusions basées sur le nombre ci-dessus. D'abord, le nombre des élèves se livrant aux études de haute école, dans les écoles de campagnes, est totalement inconnu, quoique l'on sache qu'ils sont nombreux. (Les écoles à classes multiples ont adopté le système des douze degrés et une division en cinq classes est en usage dans chaque école à classe unique). De plus, pendant ce second semestre, 4,251 écoliers apprenaient l'algèbre et 2,736 le latin, les uns et les autres étant soit des élèves des écoles de campagne suivant le programme de haute école ou bien, des élèves des écoles ordinaires dans les degrés VII à VIII. En consultant le programme des études de la province, on peut voir que les degrés VII et VIII comportent l'enseignement de 8 chapitres de l'algèbre et de 28 chapitres de latin et que les leçons d'arithmétique comportent réellement des problèmes de haute école. Il en résulte que les degrés VII et VIII devraient être considérés comme des classes de haute école.

L'inscription dans les différentes écoles est donnée en détail dans le tableau 2 et la statistique du personnel enseignant et de son traitement fait l'objet du tableau 52. Les traitements de cette année présentent une augmentation considérable sur ceux de 1920 et sont entre 90 et 100 p.c. plus élevés que ceux de 1911. La moyenne du traitement d'un instituteur d'une école de grammaire atteint \$2,008, somme qui se compare favorablement avec la rémunération payée

dans les autres provinces. Les règlements établissant un minimum de traitement sont rigoureusement appliqués, au moyen de pénalités sévères frappant tout à la fois les commissaires d'école et les instituteurs. Les sources de revenus scolaires sont similaires à celles de la Nouvelle-Ecosse, savoir: (1) taxes locales; (2) fonds de comté et (3), allocations provinciales. La première de ces sources a produit en 1901 \$346,623, en 1911 \$593,073; en 1921 \$2,278,622, soit près du double des taxes de 1919. Le fonds du comté est distribué ainsi qu'il suit: double part aux districts scolaires ayant une évaluation de \$1,000 à \$5,000; $1\frac{1}{2}$ part aux districts entre \$5,000 et \$10,000; $1\frac{1}{4}$ part aux districts ayant une évaluation de \$10,000 à \$15,000. Ce fonds est alimenté au moyen d'une taxe per capita; jusqu'à maintenant, cette taxe était de 30 cents par tête, mais dorénavant, elle sera de 60 cents.

Formation des instituteurs.—Une loi de 1921 autorise le Conseil de l'Instruction publique à consentir un prêt ne pouvant excéder \$400, à tout étudiant nécessaire, qualifié pour entrer à l'école normale, cette somme devant être répartie sur une période de huit mois commençant le 15 septembre. Ce prêt est remboursable en trois années, avec intérêt à 6 p.c., le premier versement devant être fait le 15 février de l'année suivant la fin des études pédagogiques et, ensuite, les 15 août et 15 février de chaque année, jusqu'à complet remboursement. Chaque emprunteur doit signer un billet endossé par une caution et consent en faveur du conseil de l'Instruction publique une délégation de son traitement; de plus il doit s'engager de ne pas enseigner ailleurs pendant trois ans, ou, tout au moins, jusqu'à complet remboursement et son billet deviendrait immédiatement exigible s'il n'avait pas commencé son enseignement dans la province 12 mois après l'achèvement de ses études. Cette intéressante expérience se pratique également dans l'Alberta. L'école normale du Nouveau-Brunswick ouvrait ses portes en 1921, avec 325 élèves inscrits, cette inscription dépassant celle de toutes les années précédentes; pendant l'année 1920-21 elle n'avait eu que 216 élèves, cette année constituant un minimum. Cette augmentation sensible est attribuée à la fixation d'un minimum de traitement, mais plus encore à la mesure ci-dessus mentionnée, du prêt aux étudiants, qui avait été recommandée par le Directeur général de l'Enseignement. Au commencement de l'année scolaire 1921, 54 des élèves de l'école normale se préparaient à l'obtention du brevet de première classe, 102 à celui de deuxième classe, 33 à celui de troisième classe (en anglais) et 10 à celui de troisième classe (en français). Si, à la fin du premier semestre, les étudiants de deuxième classe obtiennent une moyenne de 75 p.c.; ils peuvent être élevés à la première classe; de même les étudiants postulant pour un brevet temporaire peuvent être promus à la deuxième classe, s'ils obtiennent une moyenne de 60 p.c.; c'est ainsi que 19 entrèrent dans la première classe et 17 dans la seconde classe.

Pension des instituteurs.—Pendant l'exercice budgétaire terminé le 31 octobre 1921, il a été payé une somme de \$11,924 à titre de pension, à 44 instituteurs ou institutrices retraités.

Enseignement technique.—Il existe au Nouveau-Brunswick un directeur de l'enseignement technique chargé de l'application des lois sur la matière, tant provinciales que fédérales. Il existe aussi un directeur des travaux manuels, qui dirige les travaux manuels, la science ménagère, et les cours de couture et de cuisine des écoles rurales. La statistique de l'enseignement technique dans la province peut être résumée ainsi qu'il suit:

1921

I. Cours régis par la loi de l'enseignement technique.....	Écoles techniques du jour.....	56
	Écoles techniques du soir.....	1,434
	Écoles par correspondance.....	265
	Total.....	1,755
II. Collèges commerciaux (privés).....		811
III. Écoles normales.....		216
IV. Cours techniques dans les collèges.....		177

QUÉBEC

Ecoles primaires.—Dans Québec, on appelle écoles primaires, les écoles générales des autres provinces. Elles embrassent toutes les écoles connues jusqu'ici, tant chez les catholiques que chez les protestants, sous le nom d'élémentaires, modèles et académies. Le cours élémentaire dans les écoles catholiques était divisé en quatre années, le cours modèle en deux années (la 5e et la 6e) et le cours académique en deux années (la 7e et la 8e); dans les écoles protestantes, le cours élémentaire occupe maintenant les sept premières années, le cours modèle les deux années suivantes (8e et 9e) et le cours académique les 10e et 11e années. Dans le tableau 6 de ce rapport, on voit que les degrés élémentaires des écoles protestantes occupent les sept premières années, les écoles modèles, les années numérotées de 8 à 10 et les académiques la 11e année; ceci s'explique par la raison que cette énumération figure encore dans les rapports du Statisticien de la province. En consultant le programme des études de Québec, il apparaît clairement que les années de l'académie catholique sont consacrées à des matières similaires à celles des deux premières années de haute école dans les autres provinces et que l'année d'école modèle est à peu près équivalente aux degrés VII et VIII. Les années de l'école protestante correspondent presque exactement aux onze degrés des autres provinces, la onzième année étant assimilée au degré XI. Les laïques se destinant à enseigner dans les écoles catholiques sont admis aux écoles normales sur la production de certificats obtenus à leur sortie des écoles primaires, mais les écoles normales elles-mêmes donnent un enseignement académique aussi bien que pédagogique et leurs cours sont beaucoup plus longs que dans les autres provinces. Pour l'obtention du brevet d'enseignement dans les écoles élémentaires (brevet de dernière classe) il suffit d'une année de présence à l'école normale, mais pour avoir un diplôme d'école modèle, deux années sont nécessaires et trois années pour un diplôme académique. L'éducation académique et pédagogique des instituteurs des écoles protestantes ne diffère pas de celle des autres provinces. L'enseignement primaire chez les protestants est équivalent tout à la fois à l'enseignement élémentaire (ou école commune) et à l'enseignement secondaire dans les autres provinces. Chez les catholiques, l'enseignement secondaire est distinct de l'enseignement primaire, quoique, ainsi qu'on l'a dit, des matières de haute école figurent au programme de l'enseignement primaire. L'enseignement secondaire, chez les catholiques, n'est pas sous le contrôle du département de l'Instruction publique; il est professé dans des institutions telles que les collèges classiques pour les garçons et un couvent pour les filles. Ces institutions ne se bornent pas à compléter l'éducation des élèves, elles accueillent ceux-ci à toutes les phases de leurs études et les conduisent jusqu'au baccalauréat. Les statistiques relatives aux écoles primaires, aussi bien qu'aux autres institutions enseignantes, sont données, avec force détails, dans les rapports du Statisticien de Québec. Les dernières statistiques des écoles primaires sont celles de 1920; il en est d'ailleurs ainsi pour les statistiques des écoles publiques et des écoles séparées d'Ontario. Les données concernant l'enseignement secondaire et certaines autres institutions existent aussi bien pour 1921 que pour 1920 dans le rapport du Statisticien. Les statistiques de 1920 sont reproduites ci-après dans le tableau 2. Nous avons cru devoir ne rien changer aux statistiques de 1920 dans ce tableau, même en ce qui concerne les institutions de l'ordre le plus élevé, de telle sorte que les chiffres ne concordent pas toujours avec le résumé du tableau 1, qui comporte les données 2192 quoique de plus récentes soient publiées à la fin du même volume.

Révision du programme des études élémentaires dans les écoles catholiques.—Au cours de l'année 1921, on a complété la révision du programme d'études, qui avait été confiée en 1917 à un sous-comité du Comité catholique du Conseil de l'Instruction publique, comme conséquence d'un rapport fait en 1916 par l'inspecteur général. Cette investigation éminemment intéressante se trouve dans le rapport annuel de 1916-1917, du Surintendant de l'Instruction publique. L'un des résultats de cette investigation fut de déterminer exactement le temps effectivement occupé par les élèves à remplir le programme des différentes «années» des écoles primaires. Le comité commença par classer les écoles d'une nouvelle manière, c'est-à-dire en écoles primaires-élémentaires remplaçant les écoles élémentaires et modèles et en primaires-complémentaires, remplaçant les académies. Il se déclara ensuite favorable à la création d'une classe préparatoire, à l'usage des jeunes élèves désirant se préparer à suivre avec profit les matières de la première année du cours élémentaire, lequel cours s'étend sur six années ou plutôt se divise en trois cours de 2 années chacun, le préparatoire, le moyen et le supérieur. Le rapport du sous-comité fut adopté avec de légères modifications par le Comité catholique; les principaux des écoles normales se réunirent et un nouveau programme scolaire fut établi, lequel fut soumis au Comité catholique et dûment approuvé par lui. Les amendements à la Loi scolaire, nécessaires pour l'adoption de ce nouveau programme, furent passés par la législature provinciale et la loi deviendra effective en 1923.

Corps enseignant.—On trouvera dans le tableau 53, les statistiques relatives au personnel enseignant et à son traitement en l'année 1920. On remarquera que les instituteurs sont divisés en deux classes, les religieux et les laïques. Les statistiques relatives aux brevets d'enseignement et aux traitements ne concernent que les laïques ayant diplômes exclusivement. Les augmentations de traitement considérables, accordées aux maîtres et maîtresses d'école de cette province se trouvent relatées dans le rapport de l'inspecteur général des écoles catholiques, reproduit dans le rapport du Surintendant en 1921.

Ecole normale.—La province possède ou aide 13 écoles normales catholiques. En 1920-21, elles abritaient 1,215 élèves se destinant à l'enseignement, soit 165 jeunes gens et 1,050 jeunes filles. Parmi les jeunes gens, 26 suivaient le cours préparatoire, 55 le cours élémentaire, 55 le cours intermédiaire et 29 le cours supérieur. Parmi les jeunes filles, 83 suivaient le cours préparatoire, 448 le cours élémentaire, 367 le cours intermédiaire et 152 le cours supérieur; enfin 23 suivaient à St-Pascal les cours de science ménagère et supplémentaire. On a déjà mentionné la durée des études de ces écoles normales. En 1921, 711 brevets d'enseignement ont été décernés, soit 85 à des instituteurs et 626 à des institutrices. Il est nécessaire d'appeler l'attention sur l'Institut pédagogique de Montréal, organisé en 1917 pour les instituteurs des deux sexes, tant religieux que laïques, enseignant dans les écoles administrées par la Commission Scolaire Catholique de Montréal; cet institut est affilié à l'Université de Montréal qui le dirige. Les cours durent trois années, pendant lesquelles les élèves assistent à 60 conférences pédagogiques. A la fin de la seconde année, un certificat de compétence pédagogique est accordé à ceux qui ont subi avec succès l'examen prescrit par l'Université. En 1920 et en 1921, il a été décerné des certificats et des diplômes supérieurs de pédagogie à un grand nombre de religieuses, de religieux (Frères) et de laïques des deux sexes. Les instituteurs protestants sont préparés au Collège Macdonald de Ste-Anne de Bellevue.

Ecoles techniques et spéciales.—L'œuvre considérable accomplie dans les provinces par les écoles techniques et les écoles spéciales fait l'objet du tableau 2, page 53, mais les vastes entreprises intéressant principalement l'éducation rurale se distinguent mal dans les tableaux statistiques. Nous croyons donc devoir insérer ici les informations suivantes, qui s'ajoutent aux données du tableau 2 et contribueront à présenter sous leur vrai jour les travaux accomplis durant l'année.

	Inscriptions	
Ecoles Techniques—Classes du jour.....	580	
Spéciales—Classes du jour.....	141	
Spéciales—Classes du soir.....	1,348	
Total.....		2,069
Ecoles du soir—		
Catholiques.....	4,953	
Protestantes.....	839	
Total.....		5,792
Arts et métiers.....	2,907	
Ecoles de coupe et de couture.....	2,347	
Ecoles laitières.....	216	
Ecoles normales.....	1,376	
Ecoles d'agriculture—		
Ste-Anne.....	82	
Macdonald.....	129	
Oka.....	121	
Total.....	332	
Ecoles des hautes études commerciales.....		253
Jardins scolaires—		
Nombre de jardins.....	1,205	
Nombre de garçons jardinant.....	10,980	
Nombre de filles jardinant.....	10,237	
Ecoles de science ménagère—		
Nombre des élèves.....		9,116

ONTARIO

Ecoles générales.—Pendant l'année scolaire 1920-21, le ministère de l'Instruction publique d'Ontario exerça son autorité sur les écoles suivantes: I.—6,816 écoles primaires, auxquelles étaient inscrits 566,541 écoliers et se subdivisant ainsi (a) 6,202 écoles publiques, ayant 487,679 élèves, (b) 594 écoles séparées (catholiques), avec 76,881 élèves, (c) 5 écoles séparées (protestantes) avec 412 élèves et (d) 15 écoles primaires du soir fréquentées par 1,569 élèves. II—407 écoles appartenant à l'enseignement secondaire, dispensant l'instruction à 42,551 élèves assistant à la totalité des cours, 1,926 élèves spéciaux n'assistant qu'à une partie des cours et 32,708 élèves suivant les cours du soir, soit un total de 77,185 écoliers. Ces 407 institutions comprenant (a) 168 «hautes écoles» et «instituts collégiaux», ayant 34,128 élèves, (b) 144 écoles intermédiaires (ou primaires-supérieures) ayant 5,823 élèves, (c) 31 hautes écoles du soir, avec 5,411 élèves et (d) 13 écoles industrielles, techniques et d'arts, suivies par 2,600 élèves assistant à la totalité des cours, 907 pendant certaines heures seulement, 1,019 élèves spéciaux et, enfin, 51 écoles industrielles, techniques et d'arts du soir, ayant 27,297 élèves. III—Des institutions d'un caractère pédagogique, constituées par (a) 7 écoles normales fréquentées par 1,481 élèves-instituteurs, (b) 5 écoles modèles d'automne suivies par 77 élèves-instituteurs, (c) 8 écoles modèles d'été, à l'usage de 424 élèves-instituteurs et (d) un collège de pédagogie affilié à l'Université de Toronto. IV—Une école pour les aveugles ayant 146 élèves; elle est située à Brantford et reçoit aussi des élèves venant des provinces des prairies, en vertu de conventions faites avec ces provinces. V—Une école pour les sourds ayant 300 élèves.

Toutes les institutions ci-dessus énumérées dispensèrent l'instruction à 646,154 élèves de l'enseignement primaire et de l'enseignement secondaire. Les statistiques ci-dessus et les données des tableaux 1 et 2 concernant les écoles primaires se rapportent à l'année civile 1920, tandis que les statistiques relatives aux écoles de l'enseignement secondaire et autres institutions sont celles de l'année 1921.

Autres institutions.—D'autre part, les élèves de l'enseignement supérieur, ceux des écoles indiennes et ceux des institutions privées étaient au nombre de 40,224, ce qui forme un grand total pour la province de 686,378 écoliers et étudiants de toutes catégories, soit 23 p.c. de la population.

Résultats de la fréquentation scolaire.—Dans les écoles à classes multiples d'Ontario, les élèves sont échelonnés en 4 divisions, qui se superposent à l'école maternelle et à l'école maternelle-primaire; ces 11 divisions correspondant aux degrés I à III. Dans les écoles à classe unique, l'enseignement primaire est gradué en 4 livres, le Syllabaire, et le premier Livre de lecture correspondant respectivement aux degrés I et II et les IIe, IIIe et IVe Livres, chacun à 2 degrés. Les élèves des écoles primaires abordant le programme de haute école sont placés dans le Ve Livre. Y compris ces élèves du Ve Livre, au nombre de 6,168, le nombre total, en 1920-21, des élèves des degrés secondaires atteignait 46,119, à l'exclusion des élèves des écoles techniques. En y comprenant les élèves des écoles techniques et des hautes écoles du soir, on trouve 83,353 élèves dans les écoles intermédiaires ou primaires-supérieures. Dans le IVe Livre ou degrés VII et VIII, il y avait 103,275 élèves, c'est-à-dire 186,628 au-dessus du degré VI. Si l'on fait entrer en ligne de compte toutes les autres institutions enseignantes, on constate qu'au moins 207,000 écoliers ou plus de 30 p.c. de la totalité avaient dépassé le degré VI. Le rapport ministériel de 1921 contient une heureuse innovation en matière de statistique scolaire; en effet, on y donne pour chaque degré et pour chaque année, par sexes et par âges, le nombre des élèves des écoles intermédiaires des hautes écoles et des instituts collégiaux. Un résumé de ces statistiques se trouve plus loin, tableau 43.

Corps enseignant.—Les statistiques concernant le personnel de l'enseignement sont données à la page 94. Dans les écoles primaires, le nombre des instituteurs dépasse 10 p.c. de la totalité du personnel enseignant, pourcentage qui semble tendre vers un accroissement, puisqu'il représente 1,506-12,363, au lieu de 1,328-12,061 en 1919. Dans les institutions consacrées à la formation des instituteurs, on constate également une augmentation du pourcentage des élèves-instituteurs. La moyenne du traitement des instituteurs atteignait \$1,575 en 1920, au lieu de \$1,348 en 1919, et celui des institutrices, \$1,000 au lieu de \$817 en 1919.

Coût de l'instruction publique.—Le coût de l'instruction publique s'est élevé de \$34.49 par élève inscrit en 1919 à \$44.63 en 1920. Le total des dépenses atteignit \$25,216,512 en 1920, soit une augmentation de \$6,364,885 et enfin, les dépenses de l'enseignement primaire et de l'enseignement secondaire, y compris les écoles techniques, s'élevèrent à \$30,626.435. Le coût par élève inscrit dans les différentes écoles s'établit ainsi qu'il suit: école publique, \$46.80; école séparée catholique, \$30.85; «high schools» et instituts collégiaux, \$105.16 et, école intermédiaire ou primaire-supérieure, \$81.24.

Organisation scolaire rurale.—L'augmentation du coût par élève s'explique partiellement par l'élévation de l'enseignement du personnel enseignant, mais le ministre appelle l'attention publique sur un autre facteur qui accroît le coût de l'instruction, sans augmenter son efficacité, à savoir: le grand nombre de petites écoles dans les campagnes. Il fait observer qu'en 1920 il existait 6 écoles n'ayant qu'un seul élève, 24 avec 2, 46 avec 3, 71 avec 4, 98 avec 5, 641 avec 6 à 9 élèves et 1,140 avec 10 à 14 élèves. Autrement dit, 2,026 écoles avaient moins de 14 élèves chacune et leur moyenne était inférieure à 10 élèves. Donc, 19,774 élèves de la campagne étaient répartis dans 2,026-écoles, tandis que les 206,670 autres élèves (à l'exception des élèves des écoles intermédiaires) n'avaient à leur disposition que 3,823 écoles. Ces considérations et autres amenèrent le gouvernement à nommer un *Directeur de l'organisation scolaire rurale*, avec mission d'étudier à fond cette question. Après s'être livré à une investigation minutieuse des éléments du problème, il suggéra la fusion et la centralisation des écoles rurales, présentant un plan général de réforme. En 1920 et 1921, une campagne active a été menée en faveur de la dissémination des informations de cette nature. Le nombre des écoles nées des opérations de fusion et de centralisation, qui se limitent à 10, est insignifiant, comparativement à ce que l'on doit espérer de la réforme en cours.

Inspection médicale.—La division de l'hygiène scolaire du ministère de l'Instruction publique s'est efforcée d'attirer l'attention des autorités sur les conséquences du fait qu'il existe souvent une étroite relation entre les difformités physiques et la léthargie mentale. Le personnel de cette division se compose de sept médecins n'ayant aucune autre occupation et de 12 infirmières sous la direction d'un directeur médical et d'une infirmière en chef. Ces personnes furent fort occupées durant l'année et procédèrent à des inspections dans différentes parties de la province. Ce personnel est secondé par 5 infirmières institutrices qui, à la suite de l'inspection se livrent à une démonstration dans une école choisie, pendant 2 ou 3 mois. Comme conséquence, 12 unités rurales ont été entièrement organisées; environ 72,000 enfants ont été examinés en 1921 par les médecins du département. Le ministère de l'Instruction publique a été aidé dans sa tâche par la division d'Ontario de la Société de la Croix Rouge canadienne, qui fournit les fonds nécessaires pour la nomination de deux infirmières instructrices supplémentaires. Les instituts féminins ont également accordé leur coopération. On se procura également les services de trois fonctionnaires du Comité national d'hygiène mentale. Au cours de l'année 1921, le nombre des classes auxiliaires est passé de 26 à 43 et une classe de myopie fut ajoutée à la liste de ces classes auxiliaires, à Toronto. Durant l'année, pour satisfaire aux demandes des commissions scolaires, des cours spéciaux ont été faits dans les écoles publiques de 11 cités et les écoles séparées de 4 cités, pour la préparation à ces classes auxiliaires. 45 instituteurs et institutrices achevèrent le cours d'été de préparation à ces classes auxiliaires et presque tous ceux-ci sont maintenant dans l'enseignement.

Le tableau suivant donnera une idée des travaux d'inspection médicale dans les écoles publiques, en 1920:

	Rurales	Cités	Villes	Villages	Total
Nombres d'écoles où se pratique l'inspection médicale...	85	143	30	12	270
Nombre d'inspections par une infirmière accompagnée d'un médecin.....	27	143	10	3	183
Inspections par les infirmières seulement.....	91	148	50	5	294
Nombre d'infirmières employées.....	9	112	37	2	160
Nombre d'écoles où l'inspection d'entrée est en vigueur...	454	225	31	17	727

Les statistiques relatives à l'école des aveugles et à l'école des sourds se trouveront dans le tableau 48.

Travaux manuels.—La fin de 1921 vit se terminer la première décade de l'enseignement technique dans Ontario, la loi sur l'instruction industrielle ayant été passée en 1911. Au commencement de cette période, il y avait une seule école, ouverte le jour, et 8 écoles du soir, contenant toutes ensemble, en 1912, moins de 4,000 élèves inscrits, tandis qu'il existe actuellement 13 écoles de jour et 51 écoles du soir, ayant ensemble approximativement 32,000 élèves inscrits. Plus d'un millier d'instituteurs sont maintenant instructeurs dans ces écoles. Les dépenses encourues par les municipalités sont passées de \$111,118 en 1913-14 à \$1,347,905 en 1919-20 et celles supportées par la province ont franchi les étapes suivantes: \$5,380 en 1911, \$56,235 en 1913-14 et \$565,287 en 1920-21, soit un total pour les dix années de \$1,642,559. La loi sur l'enseignement des travaux manuels de 1921, qui abroge la Loi sur l'instruction industrielle de 1911 pourvoit, à la création d'écoles d'arts et métiers où l'on enseignera les travaux manuels, la science ménagère, et les sujets d'arts techniques, commerciaux et agricoles (Voir le résumé des lois scolaires, page 00). Les chiffres qui suivent donneront une indication des activités des écoles de travaux manuels d'Ontario pendant l'année.

NOMBRE D'ÉLÈVES OU D'ÉTUDIANTS SUIVANT LES COURS DE TRAVAUX MANUELS EN 1920-21

	Ecoles rurales	Ecoles des cités	Ecoles des villes	Ecoles des villages	Total des écoles
Ecoles publiques:					
Agriculture.....	44,448	6,613	4,298	2,468	57,827
Travaux manuels.....	17,001	91,616	8,166	2,447	119,230
Science ménagère.....	6,673	64,313	3,565	680	75,231
Sujets commerciaux.....	316	1,367	77	42	1,802
Ecoles séparées catholiques—					
Agriculture.....	2,565	3,355	983	110	6,993
Travaux manuels.....	1,415	7,585	1,985	129	11,114
Science ménagère.....	711	1,246	219	—	2,176
Sujets commerciaux.....	39	679	9	12	739
Ecoles intermédiaires—					
Agriculture.....	—	—	—	—	137
Commerce.....	—	—	—	—	70
Instituts collégiaux et «High Schools»—	Instituts collégiaux	«High Schools»			
Agriculture.....	574	932	—	—	1,506
Travaux manuels.....	2,666	101	—	—	2,767
Science ménagère.....	3,277	301	—	—	3,578
Sujets commerciaux.....	2,574	1,653	—	—	4,227

TOTAL

	Agricul- ture	Travaux manuels	Science ménagère	Sujets com- merciaux
Ecoles rurales.....	47,013	18,416	7,384	355
Ecoles des cités.....	9,948	99,201	65,559	2,046
Ecoles des villes.....	5,281	10,151	3,784	86
Ecoles des villages.....	2,578	2,576	680	54
Ecoles intermédiaires.....	137	—	—	70
Hautes écoles.....	932	101	301	1,653
Instituts collégiaux.....	574	2,666	3,277	2,574
Total.....	66,463	133,111	80,985	6,838

	Nombre des écoles	Nombre des jardins individuels	Nombre des jardins scolaires
Ecoles enseignant l'agriculture—			
Ecoles publiques à classe unique.....	1,483	984	499
Ecoles séparées catholiques à classe unique.....	68	36	32
Ecoles publiques à classes multiples.....	204	79	125
Ecoles séparées catholiques à classes multiples.....	49	15	34

ÉLÈVES AUTRES QUE CEUX INSCRITS DANS LES ÉCOLES ORDINAIRES

	Garçons	Fillles	Total
Ecoles industrielles, techniques et d'arts—Cours du jour.....	2,497	2,029	4,526
Cours du soir.....	13,080	14,217	27,297
Total.....	15,577	16,246	31,723
Ecoles primaires du soir.....	—	—	1,569
Hautes écoles du soir.....	—	—	5,411
Cours abrégés dans les collèges.....	—	—	1,476
Cours commerciaux.....	—	—	12,273
Collèges techniques (agriculture, commerce, génie civil, sylviculture, science ména- gère, arts et médecine vétérinaire).....	—	—	4,106

MANITOBA

Écoles générales.—L'inspection de 129,015 élèves dans les écoles générales en 1921, a maintenu la marche ascendante des progrès de l'instruction publique au Manitoba depuis 45 ans. Ainsi qu'on le verra dans le tableau 4, qui donne le nombre de la gent scolaire dans toutes les provinces depuis la création des écoles, le Manitoba comme les autres provinces de l'ouest a progressé d'année en année dès le commencement, la seule exception étant 1892. Il peut être intéressant de montrer côte à côte le nombre des écoliers et le total de la population, lors de chacun des recensements décennaux.

Année scolaire	Inscription		Moyenne de fréquentation	Population		Année de recensement
	Nombre	p. c.		Nombre	p. c.	
1876.....	2,734	100-0	—	25,228	100-0	1871
1881.....	4,919	179-9	—	62,260	246-7	1881
1891.....	23,871	873-1	12,433	152,506	604-7	1891
1901.....	51,888	1898-0	21,550	255,211	1011-6	1901
1911.....	80,848	2957-1	45,303	455,614	1806-0	1911
1921.....	129,015	4718-9	86,137	610,118	2419-2	1921

On ne peut donner de meilleure preuve de la vitalité d'un système éducatif qu'en démontrant que le nombre des écoliers a augmenté deux fois plus vite que le chiffre de la population. Sans doute, une fraction de cette augmentation est attribuable à l'élévation de la proportion des enfants par rapport aux adultes, mais la plus grande partie, spécialement pendant notre siècle, est immédiatement attribuable à de fructueuses innovations dans les directions suivantes: (1) organisation scolaire, (2) pénétration parmi les étrangers, (3) fusion des écoles, (4) mise en vigueur stricte de l'instruction obligatoire et (5) introduction parmi les adolescents des travaux manuels, de la science ménagère et des arts et des métiers.

Contingent des hautes écoles.—Le tableau 1 nous enseigne qu'en 1921, les écoles, sous le contrôle administratif, autres que les écoles générales et les universités et collèges, comptaient 7,540 élèves, les universités et collèges 2,788 et les écoles privées ou sous le contrôle des églises 4,384. Il y a lieu de supposer que ce dernier chiffre est inférieur à la réalité. Nous trouvons donc 16,156 écoliers ou étudiants en dehors des écoles générales, ce qui forme un grand total pour la province de 145,171 ou 23-8 p.c. de la population.

Résultats de la fréquentation scolaire.—L'augmentation du nombre des élèves des degrés secondaires est plus accentuée même que celle des inscriptions. En 1902, il y avait dans ces degrés 2,647 élèves; en 1911 6,336 et en 1921 8,615; d'autre part, en 1902, on comptait 7,442 élèves ayant dépassé le degré VI; en 1911, 14,882 et en 1921, 21,964, soit une augmentation depuis 1902 de 194 p.c., tandis que le nombre des élèves inscrits ne s'est accru que de 158-7 p.c. Mais ces résultats ne donnent pas une idée exacte des gains réalisés, car ils laissent de côté les augmentations constatées dans les écoles techniques et autres, ainsi que dans l'enseignement supérieur, augmentation hors de toute proportion avec celle indiquée ci-dessus. On s'occupe beaucoup actuellement des élèves des degrés VII et VIII et l'on a créé à leur intention des «junior high schools», pour les degrés VII, VIII et IX. On a introduit dans le programme de ces classes des matières de hautes écoles et les travaux manuels, dans un double but, d'abord, pour permettre aux élèves qui seraient d'âge à quitter l'école, avant d'entrer dans une haute école, de bénéficier de ces travaux manuels et, ensuite, pour rendre l'école plus attrayante.

Statistiques.—Le lecteur voudra bien jeter un coup d'œil sur les tableaux indicateurs des classes, du sexe, de l'âge, par chaque année, soit pour la province entière, soit pour chacune des différentes divisions, qu'il trouvera page 61. A la fin de l'année scolaire 1921, le ministère de l'instruction publique colligea dans les différentes Écoles les matériaux qui ont servi à la construction de ces tableaux. Comme c'était la première fois (sauf pour les écoles de Winnipeg) que des statistiques de cette nature étaient recueillies, les données sont restées incomplètes, de telle sorte que les totaux ne concordent pas avec le total des écoliers de la province ailleurs indiqué. La majeure partie des différences constatées réside dans le fait que ces tableaux nous font connaître la situation des élèves inscrits à un moment donné, au lieu de grouper tous les élèves inscrits durant l'année. A ce point de vue, ces tableaux possèdent certains avantages qui compensent leurs défauts. Nous appelons également l'attention sur le tableau relatif aux âges, p. 64, que le département publiait dans ses rapports depuis plusieurs années. Le directeur général des écoles de la cité de Winnipeg s'est livré, depuis plusieurs années, à une étude statistique intensive de ces phases de la situation scolaire et ses rapports prennent rang parmi les meilleurs à ce point de vue particulier. Nous signalons tout spécialement son rapport de 1921, ainsi que ceux de 1901, 1916 et 1917. Entre autres choses, il s'est préoccupé de connaître le nombre de jours effectivement employés dans chaque degré et dans toutes les classes par les élèves ayant débuté dans les écoles de Winnipeg; il a également recherché dans les degrés les plus élevés, les causes s'opposant à l'avancement des élèves disgraciés par la nature. Dans tous ses rapports il renseigne sur la situation dans laquelle se trouvent les élèves, au moment où ils quittent l'école, le nombre de ceux qui laissent l'école pour l'atelier, etc. En définitive, il semble que sa vigilance s'exerce sur tous les écoliers de Winnipeg.

Personnel enseignant.—Nous appelons l'attention sur le tableau consacré aux instituteurs et institutrices, p. 96, de ce rapport. Les statistiques relatives à leur traitement et à leur ancienneté sont également incomplètes, ainsi qu'on le verra en les comparant avec les chiffres de la première colonne et cela pour les raisons déjà données. Néanmoins, on y trouve des informations, non dénuées de valeur, sur le traitement du personnel enseignant et son expérience. Les chiffres qui suivent font ressortir les énormes progrès accomplis à cet égard par la province.

Année	Traitement maximum	Moyenne du traitement
1891.....	\$ 1,600	\$ 490
1901.....	1,800	458
1911.....	2,800	669
1916.....	3,500	751

En 1921, sur 2,693 instituteurs des deux sexes, il n'y en avait que 127 qui fussent payés moins de \$900, ce montant dépassant de \$149 la moyenne du traitement de 1916, tandis qu'il n'y en avait que 444, c'est-à-dire moins d'un sixième qui étaient payés moins de \$1,000; par contre, on en comptait 193 qui recevaient un traitement dépassant \$2,000. Dans ces chiffres de 1921 ne figurent pas les écoles primaires de Winnipeg, dont les 765 instituteurs et institutrices reçoivent un traitement supérieur à leurs collègues du reste de la province. A Winnipeg, le traitement de début des instituteurs diplômés est de \$1,200. En 1921, la moyenne du traitement des instituteurs et institutrices primaires, enseignant ailleurs qu'à Winnipeg, était d'environ \$1,300, soit à peu près le double de ce qu'était cette moyenne en 1911, en y comprenant Winnipeg.

Au fur et à mesure que les traitements s'élèvent, la province élimine graduellement de son personnel enseignant les instituteurs et les institutrices ayant poussé le moins loin leurs études. Dès maintenant, aucun élève-instituteur

n'est admis à l'école normale sans avoir passé par le degré XI. On peut voir, en effet, par le tableau 55 que, sur les 3,708 instituteurs et institutrices de la province durant l'année, 2,337 d'entre eux possédaient des diplômes d'enseignement de première classe, de seconde classe et d'Institut collégial. Ce dernier diplôme, possédé par 140 d'entre eux ne s'obtient qu'au sortir des facultés universitaires. Le même tableau démontre également que sur 2,541 instituteurs des deux sexes, professant dans les écoles primaires autres que celles de Winnipeg, 391 seulement avaient moins de deux ans d'expérience, tandis que 445 avaient plus de dix ans de service, la moyenne d'ancienneté étant d'environ cinq ans. Il est remarquable que parmi les 391, ayant moins de deux ans d'expérience, 348 se trouvaient dans de petites écoles d'une ou deux classes, la moyenne d'ancienneté des instituteurs et institutrices de toutes les écoles de cette nature dans la province atteignant $3\frac{1}{2}$ années; dans les écoles des cités, cette moyenne s'établissait à dix ans environ.

Formation des instituteurs.—L'École Normale provinciale de Brandon avait 156 élèves, dont 147 jeunes filles et 9 jeunes gens; 93 élèves poursuivaient, l'obtention d'un diplôme d'enseignement de troisième classe et les 63 autres de seconde classe.

L'École Normale provinciale de Winnipeg, y compris son annexe de Saint-Boniface, avait 309 étudiants, dont 25 du sexe masculin et 284 du sexe féminin; à l'exclusion des 53 élèves de St-Boniface, tous recherchaient le diplôme de seconde classe. De plus, 117 subirent les examens du diplôme de première classe, lesquels examens sont exigés des instituteurs possédant déjà le diplôme de seconde classe normale, ayant enseigné pendant un certain temps et ayant passé par le degré XII ou ayant obtenu un degré universitaire. Dans la plupart des cas, la préparation à ces examens se fait ailleurs qu'à l'école. Pendant quelque temps, une série de conférence a été donnée, tant à l'école normale qu'en divers autres lieux, le samedi, ou bien le soir, pour le bénéfice des instituteurs préparant ces examens. A l'heure actuelle, on se propose de préparer à l'école normale les instituteurs et institutrices désireux d'obtenir le diplôme de première classe.

École d'été.—On aide également les instituteurs des deux sexes soucieux d'obtenir un diplôme plus élevé, au moyen des cours d'été, qu'ils peuvent suivre au collège agricole; pendant l'année, 242 élèves se sont faits inscrire. D'autres cours, couvrant une période de 6 semaines et destinés à permettre au corps enseignant d'améliorer ses diplômes, attirèrent 60 étudiants; 20 autres suivirent un cours d'enseignement pédagogique; enfin, 162 autres suivirent un ou plusieurs autres cours, d'une durée de 4 semaines. Il est arrivé, dans certains cas, que les commissions scolaires ont supporté une partie des dépenses entraînées par ce cours.

Centralisation scolaire.—Cinq nouvelles fusions d'écoles reçurent l'approbation des autorités pendant l'année, portant à 110 le nombre des écoles centralisées. Pendant l'année ces écoles avaient 12,659 élèves inscrits, dont le pourcentage de fréquentation atteignit 75, au lieu de 66.76 p.c. pour la totalité de la province. Les statistiques consacrées aux écoles centralisées et que l'on trouvera p. 71 indiquent un plus grand nombre d'élèves, pour la raison que l'on y a fait figurer certaines écoles dont la fusion n'est pas encore officielle. Il s'en suit que la comparaison que l'on a voulu établir dans le tableau, sous estime la supériorité de ces écoles. On voudra bien remarquer tout particulièrement la proportion de leurs élèves des degrés secondaires et de ceux de 13 et 14 ans, comparative-ment à cette proportion dans les écoles à classe unique, p. 71.

Logement des instituteurs.—Il existe actuellement 293 maisons affectées au logement des instituteurs et institutrices et fournies par les commissions scolaires, dont 246 dans les districts ruraux, 42 dans les villages ou hameaux et 5 dans les villes.

Inspection médicale.—Pendant l'année 1921, 31,740 enfants ont été examinés et ont fait l'objet de fiches relatant leur état physique; cinquante infirmières ont consacré tout leur temps à ce travail. L'inspection dentaire se pratique à Winnipeg; en 1921, 4,735 écoliers ont été examinés, dont 3,800 furent signalés comme nécessitant un traitement et 4,926 traitements ont été faits. Ce qui concerne les sourds fait l'objet du tableau 48. Il y eut à Winnipeg 565 examens spéciaux d'écoliers retardataires. Par l'effet d'une convention conclue avec la province d'Ontario, les aveugles du Manitoba sont élevés à l'école des aveugles de Brantford, Ont., laquelle reçut 19 enfants aveugles du Manitoba durant l'année. Les enfants coupables sont envoyés à l'école industrielle de Portage la Prairie, où se trouvaient 114 garçons en 1921.

Arts et métiers.—L'agriculture a été enseignée comme l'un des sujets du programme de haute école à cinq centres. Pour les villes trop peu importantes pour se procurer les services exclusifs d'un spécialiste en agriculture, science ménagère ou travaux manuels, on a organisé un circuit, le même professeur se partageant entre plusieurs institutions. Les travaux considérés comme rentrant dans le cadre de la Loi sur l'éducation technique comprennent, les cours d'arts pratiques pour les filles, les cours commerciaux, les cours d'imprimerie et les différents cours professés aux écoles du soir. Les chiffres suivants nous renseigneront sur les activités de ce genre d'enseignement spécial pendant l'année.

Nombre d'étudiants suivant les cours conformes à la Loi sur l'éducation technique—

Cours des arts pratiques pour filles.....	}	2,173
Cours commerciaux.....		
Cours d'imprimerie.....		
Cours des écoles du soir.....		3,592
Cours abrégés dans les universités et collèges.....		2,789
Collèges commerciaux privés.....		3,473
Écoles Normales.....		642
Travaux techniques dans les universités et collèges.....		1,370

SASKATCHEWAN

Statistiques.—Jusqu'à présent les statistiques du ministère de l'Instruction publique de la Saskatchewan avaient été établies pour l'année civile; en conséquence, les données qui figurent dans les tableaux de ce rapport, à l'exception du tableau relatif à l'âge des écoliers, p. 67, se rapportent à l'année terminée le 31 décembre 1920, et non pas à l'année scolaire se terminant le 30 juin 1921, adoptée par cinq autres provinces. Toutefois, les chiffres donnés dans les commentaires qui suivent se rapportent à l'année 1921. Tout récemment, la province a changé son année scolaire, lui substituant celle se terminant le 30 juin et les dernières données recueillies dans les écoles couvrent l'année terminée le 30 juin 1922. Le ministère collige les informations sur les points suivants: inscription, fréquentation effective et possible, et pourcentage d'assiduité; fréquentation moyenne, pourcentage de fréquentation, fréquentation par groupes de jours; instituteurs par sexe, catégorie de brevets et moyenne de traitements; élèves inscrits, par sexe, âge et degré jusqu'à 20 ans, dans les écoles rurales, écoles de village, de ville ou de cité; hautes écoles, instituts collégiaux, écoles techniques et écoles privées; programme d'enseignement, par degrés et par sexes dans les écoles secondaires. En parlant du Nouveau-Brunswick on a déjà expliqué les raisons qui ont amené à rechercher la fréquentation possible aussi bien que la fréquentation effective. Si un élève entre à l'école quelques mois avant la fin de l'année écoulée, il ne figure pas au contrôle pendant l'année entière. En se préoccupant de connaître tout à la fois le nombre de jours qu'un enfant a pu passer à l'école, aussi bien que le nombre des jours où il y était effectivement, on obtient ainsi une source d'information beaucoup plus rapprochée d'un pourcentage scientifique que celle que l'on possédait jusqu'alors. Ainsi, en 1921, 63.73 p.c. des élèves inscrits ont effectivement fréquenté l'école;

le pourcentage calculé sur la base de l'ensemble des présences, par rapport aux présences possibles, fut de 87·38. En 1920, les journées de présence des élèves primaires, pendant l'année, s'élevèrent à 19,533,038, tandis qu'elles auraient pu être au nombre de 23,146,152. Pendant l'année, 169,008 élèves furent inscrits; on peut donc en déduire qu'en moyenne les élèves ont été à l'école 115·6 jours, au lieu de 137 jours, ce qui représente une perte moyenne de 21·4 jours seulement, ou environ un mois pour chaque élève. Par contre, la moyenne de fréquentation quotidienne était de 103,745, ce qui démontrerait que les écoles ont été ouvertes en moyenne pendant 188·3 jours, d'où il suivrait que chaque élève aurait perdu en moyenne 72·7 jours ou près de quatre mois. Cet exemple montre le danger que l'on court en s'appuyant sur des moyennes pour en tirer des conclusions, ou bien en déduisant des conclusions d'un pourcentage d'assiduité, s'il n'est pas obtenu scientifiquement et s'il n'est pas uniforme dans toutes les provinces. Un tableau dont les chiffres sont beaucoup plus concluants est celui par lequel le ministère présente la fréquentation scolaire par groupes de jours. Sur les 169,008 élèves de 1920, 54,876 étaient à l'école pendant plus de 150 jours ou plus de 7½ mois, 45,479 entre 101 et 150 jours, soit entre 5 et 7½ mois, 38,766 entre 51 et 100 jours, 19,873 entre 20 et 50 jours et 10,014 moins de 20 jours.

Ecoles générales.—En l'année 1921, les districts scolaires étaient au nombre de 4,480, comportant 5,591 classes, 10 instituts collégiaux et 14 hautes écoles. Les élèves inscrits aux écoles primaires et secondaires étaient au nombre de 184,871 dont 6,903 dans les instituts collégiaux et les hautes écoles, 102,478 dans les écoles rurales et 75,490 dans les écoles des villages, des villes et des cités. Nous donnons ci-dessous le nombre des élèves inscrits, la moyenne de fréquentation et le chiffre de la population aux années de recensement depuis 1905, date de la création de la province:

Année	Inscription	Moyenne	Population	Année
1905.....	25,191	13,493	257,763	1906
1911.....	72,407	37,701	492,432	1911
1916.....	129,439	71,522	647,835	1916
1921.....	184,871	117,391	751,510	1921

On constate donc une augmentation dans les inscriptions, au cours des dix dernières années, d'environ 156 p.c., dans la moyenne de fréquentation, de 207 p.c. et dans la population, de 53 p.c. Le pourcentage de 63·73 est de beaucoup le plus élevé que l'on ait constaté dans la province et ceci démontre les progrès réalisés. La Loi de la fréquentation scolaire et les mesures sévères prises pour son application ont, sans aucun doute, contribué à accroître le pourcentage d'assiduité. Pendant l'année 1920, une nouvelle loi a été passée imposant une pénalité de \$50 à toute personne coupable d'avoir empêché un enfant d'assister à l'école.

Autres institutions d'enseignement.—Il ressort du tableau I, que 8,247 élèves étaient inscrits dans d'autres écoles, telles que écoles spéciales et techniques, écoles normales, écoles indiennes, écoles privées, universités et collèges. Ces chiffres ne comprennent pas les sourds et les aveugles envoyés aux frais de la province soit à Winnipeg, soit à Brantford, Ontario; d'autre part, quelques écoles privées et collèges commerciaux ont négligé de faire leur rapport. Les écoles techniques et l'université avaient respectivement 1,234 et 984 élèves ou étudiants, lesquels ajoutés à la masse formant un total de 187,089 écoliers dans les institutions d'enseignement, placés sous le contrôle gouvernemental; les élèves du Collège Agricole n'y sont pas compris. Par conséquent, le nombre total de la gent scolaire de la province atteignait 195,331 ou 26 p.c. de la population totale de la province en 1921.

Assiduité.—Les 184,871 élèves des écoles générales en 1921 étaient ainsi classifiés: écoles maternelles, 1,728; degré I, 45,406; II, 21,997; III, 24,357; IV, 24,095; V, 18,263; VI, 13,934; VII, 9,369; VIII, 12,921 (dont 1,096 dans l'enseignement secondaire); IX, 5,709 (dont 2,068 dans l'enseignement secondaire); X, 3,246 (dont 1,451 dans l'enseignement secondaire); XI, 3,027 (dont 1,617 dans l'enseignement secondaire); XII, 770 (dont 671 dans l'enseignement secondaire). Ceci donne pour l'enseignement secondaire 12,752 élèves, soit 6.9 p.c. des élèves inscrits. Au-dessus du degré VI, il y avait 35,042 élèves, soit 19.1 p.c. du total. La signification de ces chiffres n'est pas tant de faire ressortir la proportion des élèves de l'enseignement secondaire par rapport à l'enseignement primaire que de démontrer la progression continue de cette proportion d'année en année, nonobstant l'accroissement rapide de la population, qui devrait avoir plutôt comme conséquence une plus grande augmentation des degrés inférieurs. Les chiffres suivants le démontrent:

Année	Ecoles maternelles et degré I	Degrés VII à XII	Degrés secondaires (IX-XII)	Pourcentages		
				I	VII-XII	IX-XII
1905.....	7,156	2,138	620	100	30	8.8
1911.....	24,085	8,676	3,079	100	36	12.8
1916.....	40,653	18,462	7,105	100	45	17.5
1919.....	49,456	24,706	9,000	100	50	18.2
1920.....	48,475	29,635	10,296	100	61	21.3
1921.....	47,134	35,042	12,752	100	75	27.1

On remarque qu'au cours des cinq dernières années, la proportion des degrés les plus élevés par rapport au degré I, s'est accrue plus rapidement que pendant les douze années précédentes. Dans les institutions enseignantes d'ordre supérieur, la progression du nombre des élèves inscrits fut encore plus remarquable. Les chiffres relatifs aux inscriptions scolaires de la page 49 et les données qui précèdent démontrent que, quel que rapide que soit le développement de l'instruction publique, les progrès réalisés au point de vue de l'amélioration des études sont encore plus rapides.

Personnel enseignant.—En 1921, le personnel enseignant (à l'exclusion de celui de l'enseignement secondaire, au nombre de 200), se composait de 6,962 personnes, dont 1,727 instituteurs et 5,235 institutrices. Leur classification et leur traitement ne sont pas encore connus pour l'année 1921, mais ces détails pour 1920 sont présentés dans le tableau 56, p. 97. On y constate une augmentation du traitement des instituteurs de toutes catégories. Pendant l'année 1920, 809 instituteurs et institutrices ont été placés au moyen d'un système de placement provincial.

Inspection médicale.—Ce service important est placé sous la direction d'un Directeur de l'Hygiène scolaire. Pendant l'année 1920, 1,121 écoles ont été visitées, 33,831 élèves inspectés et 625 résidences visitées. Comme conséquence des instructions données par les infirmières scolaires, il a été remédié à 5,763 cas de déficiences physiques. Les cours d'été donnés à l'Université de la Saskatchewan comprenaient un cours spécial d'hygiène scolaire, d'une durée de deux semaines, à l'usage des infirmières.

Enseignement technique.—Les premiers effets de la Loi sur l'enseignement des travaux manuels se produisirent à l'Institut collégial de Regina où l'on commença l'enseignement de la culture et de différents sujets techniques, pendant le second semestre de 1919 et le premier semestre de 1920. Pendant le second semestre de 1920, trois instituts collégiaux possédaient tout à la fois des classes du jour et du soir et un autre avait ouvert des classes du jour. Quatre instituts collégiaux ouvrirent des classes du jour pour l'enseignement des première et seconde années du cours commercial. Les chiffres qui suivent renseigneront sur le mouvement de l'enseignement des travaux manuels et techniques dans la Saskatchewan pendant l'année.

Elèves de hautes écoles (1920)—	
Agriculture.....	265
Science ménagère.....	785
Sciences élémentaires.....	2,894
Travaux manuels (1919).....	566
Elèves exécutant des travaux prévus par la Loi de l'enseignement technique—	
Jour.....	250
Soir.....	825
Cours abrégés aux universités et collèges.....	1,046
Collèges commerciaux (privés).....	521
Écoles normales.....	723
Cours techniques aux universités et collèges.....	624
Expositions scolaires—	
Nombre d'expositions.....	260
Écoles y ayant pris part (approximativement).....	1,900
Elèves de ces écoles.....	54,000
Elèves exposants.....	36,400
Clubs de garçons (nombre de concours).....	688
Clubs de filles (nombre de concours).....	506

ALBERTA

Statistique.—Autrefois l'année scolaire se confondait, dans l'Alberta, avec l'année civile; les données figurant aux tableaux de ce rapport couvrent l'année terminée le 31 décembre 1920, mais récemment, un changement est intervenu et l'année scolaire se termine maintenant le 30 juin. Les premières données colligées sur cette base couvrent la période courue du premier janvier au 30 juin 1921. La statistique relative aux écoles générales figurant aux tableaux 1 et 2 ci-dessous, couvre l'année 1920, parce qu'elle offre une idée plus exacte de l'activité scolaire de la province que celle d'un semestre; toutefois, on s'est servi de ces derniers chiffres pour indiquer la classification des élèves et les travaux scolaires accomplis. Pour le premier semestre de 1921, la province a recueilli des statistiques scolaires, tant des écoles publiques que des écoles privées. Entre autres données importantes, ces statistiques indiquent le degré scolaire par sexe et par âge, jusqu'à leur vingtième année, des élèves de ces deux catégories d'institutions; on les trouvera dans les tableaux de la deuxième partie de ce rapport. Déjà, pendant les deux années précédentes, la province avait publié un tableau de même nature.

Au cours de l'année 1920, il existait dans les provinces 3,154 districts scolaires, dont 108 constitués durant l'année, parmi lesquels on comptait 107 écoles publiques, une école catholique séparée et 4 écoles centralisées, ces dernières embrassant 9 districts originaires. Il y avait 2,826 écoles ouvertes, ou 4,289 classes. Les élèves inscrits se dénombraient par 135,750, dont 75,864 appartenaient à 1,700 classes des écoles à classes multiples, tandis que 59,886 autres fréquentaient 2,589 écoles à classe unique. On verra dans le tableau qui suit, les progrès des écoles depuis 1905, année de la naissance de la province.

Année	Inscription		Nombre moyen	Indice de fréquentation	Population	Année
	Nombre absolu	Nombre indice				
1905.....	24,254	100	12,375	100	185,412	1906
1911.....	61,060	254	32,556	244	374,663	1911
1916.....	99,201	409	60,271	451	496,525	1916
1920.....	135,750	559	82,416	616	596,670	1920 (estimation)
					588,454	1921

Il n'est malheureusement pas possible de déterminer l'augmentation de la fréquentation scolaire parallèlement à l'accroissement de la population, puisque les chiffres exacts de 1905 comme ceux de 1921 sont inconnus, mais la comparaison des élèves inscrits aux élèves fréquentant effectivement l'école est importante. Tout spécialement, depuis 1911, la moyenne de fréquentation s'est accru beaucoup plus rapidement que l'inscription. En 1920, le pourcentage d'assiduité était de 60·7, c'est-à-dire plus bas que ceux des deux années précédentes; pour le semestre terminé en juin 1921, ce pourcentage atteignit 71·9, mais on ne peut comparer les données d'un semestre à celles d'une année entière. Et, cependant, il est évident que les chiffres de l'année 1920 ci-dessus indiqués ne représentent pas exactement les progrès réalisés depuis 1905.

Inscriptions dans les autres maisons d'éducation.—Les élèves et étudiants inscrits en 1921 dans les autres maisons d'éducation étaient au nombre de 12,377, dont 6,000 environ dans les institutions placées sous le contrôle de la province, y compris l'université, cela fait donc un total de 148,127 écoliers et étudiants dans les institutions enseignantes de la province, d'après les derniers chiffres connus, les chiffres des écoles générales et de l'université se rapportant à l'année 1920 et ceux des autres écoles couvrant l'année scolaire 1920-21. Le recensement de 1921 attribua à l'Alberta 588,454 habitants et une estimation pour l'année précédente évaluait cette population à 569,670 âmes, ce qui donne une proportion d'environ 26 p.c. de la population dans les écoles. Cette proportion remarquablement élevée que nous constatons dans l'Alberta et dans la Saskatchewan doit être attribuée partiellement au fait que dans un pays dont le grossissement est rapide, l'inscription est plus susceptible de présenter des doubles emplois que dans un pays depuis longtemps peuplé. Le pourcentage minime d'assiduité doit être sans doute partiellement attribué à la même cause. Le pourcentage élevé des écoliers, par rapport à la population, est également dû à la plus grande proportion d'enfants d'âge scolaire que dans les pays dont le grossissement est moins rapide. Toutes ces causes, néanmoins, ne réussissent pas à expliquer d'une manière satisfaisante l'augmentation phénoménale que l'on constate à chaque recensement.

Résultats de la fréquentation scolaire.—En 1920, on comptait dans les degrés de l'enseignement secondaire 9,148 élèves; les degrés VII à XII en possédaient 28,780, ces chiffres représentant respectivement 6.8 p.c. et 21.2 p.c. des élèves inscrits. Par les chiffres qui suivent on peut juger de l'augmentation des élèves dans les degrés les plus élevés, comparativement à ceux des degrés inférieurs depuis 1912, date de l'innovation du système des douze degrés:

Année	Pourcentage de la totalité des élèves inscrits dans chaque degré		
	Premier degré	Degrés IX à XII	Degrés VII à XII
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	4.44	15.15
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.93	6.74	21.31

La répartition par degrés des élèves quittant l'école à l'âge de 15 ans a été établie par la province depuis 1919; nous la reproduisons ci-dessous pour les années 1919, 1920 et 1921.

Année	Degrés												Total
	I	II	III	IV	VI	VI	VII	VIII	IX	X	XI	XII	
1919....	2.20	2.30	2.20	4.80	7.70	12.90	29.10	24.60	8.40	3.10	2.00	0.40	100
1920....	0.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80	100
1921....	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	0.24	0.00	100

Les chiffres se rapportant au semestre de 1921 sont remarquables sous cet aspect comme sous différentes autres. On doit admettre qu'un semestre ne se peut comparer à une année entière. L'amélioration constatée en 1920 sur 1919 est très sensible, puisque 71.35 p.c. des élèves abandonnant l'école à 15 ans. dépassaient le degré VI, contre 65.44 p.c. en 1919; et ce qui vaut mieux encore, l'amélioration se maintient de degré en degré.

Personnel enseignant.—En 1921, le personnel enseignant se composait de 5,320 personnes, dont 1,346 instituteurs et 3,974 institutrices, contre 5,014 en 1920, dont 1,116 du sexe masculin et 3,853 du sexe féminin. La proportion des hommes semble décroître. Cette année-là, 390 instituteurs et 756 institutrices possédaient un brevet d'enseignement de première classe, soit en tout 1,146, ou près de 23 p.c. de la totalité du personnel enseignant; d'autre part, les instituteurs et institutrices, détenteurs d'un brevet d'enseignement de seconde classe, se dénombraient par 2,700, soit 54 p.c. de la totalité, ce qui représente 77 p.c. du personnel enseignant, avec un brevet de première ou de seconde classe; la même moyenne calculée sur les années 1905-18 donne 18.72 p.c. de brevets de première et 56.41 p.c. de seconde classe. L'accroissement des instituteurs de premier ordre est très satisfaisant. En 1921, le traitement le plus minime payé dans les écoles rurales était de \$630, dans les écoles des villes \$750 et dans les écoles de villages \$840, ces moyennes étant les unes et les autres plus élevées qu'en 1920. En 1905, la moyenne du traitement payé à un instituteur de première classe était de \$732. La moyenne des traitements payés en 1920 se trouve p. 00. Une telle amélioration autorise les provinces à exiger du personnel enseignant de plus grands mérites. Nul élève-instituteur n'est admis aux écoles normales s'il n'a terminé au moins le degré XI. Quant aux brevets d'enseignement aux surnuméraires en 1920, le nombre en a été réduit à environ un tiers de celui des années précédentes.

Formation des instituteurs.—Pour permettre aux jeunes gens d'atteindre au sommet des études maintenant exigées de ceux qui désirent se livrer à l'enseignement, la province leur consent des prêts d'argent pour couvrir le prix de leurs études. Pendant l'année 1920, il a été ouvert à Edmonton une troisième école normale, venant s'ajouter à celles existant déjà à Calgary et à Camrose. Cette école normale était fréquentée par 110 étudiants, ayant passé avec succès l'examen du degré XI.

L'Instruction publique dans les campagnes.—Quatre nouvelles fusions, réunissant ensemble 9 unités originaires, se sont accomplies en 1920 et deux autres pendant le premier semestre de 1921, ce qui porte à 68 le nombre des écoles centralisées, englobant 217 unités originaires. Une innovation intéressante dans la province, c'est l'organisation des écoles rurales à deux classes, dans les districts où la population scolaire est trop grande pour un seul instituteur. 29 de ces écoles ont été bâties en 1920 et les mesures ont été prises pour en construire un grand nombre en 1921. La construction d'habitations pour les instituteurs tend à rendre l'enseignement rural plus attrayant. Généralement, dans les districts habités par des populations qui ne sont pas de langue anglaise, les contribuables construisent une habitation pour l'instituteur, sur un terrain de 5 acres, près de l'école, et fournissent à l'instituteur le combustible dont il a besoin; il y en eut 30 de cette sorte érigées en 1920. La fusion commence aussi à produire ses effets dans les établissements d'enseignement secondaire, deux hautes écoles rurales centralisées existant à la fin du premier semestre de 1921. On se préoccupe également de la création de commissions scolaires municipales.

Inspection médicale.—Dans l'Alberta, la commission de chaque district a le pouvoir d'employer un médecin, un dentiste ou une infirmière ou même les uns et les autres pour inspecter et soigner les enfants et donner des conseils aux parents. Les progrès de l'hygiène scolaire ne se peuvent constater qu'à Calgary, où, pendant l'année 1920 on compta 9,781 élèves visités par les infirmières et par elles envoyés à la visite médicale. 3,192 inspections furent suivies de visites à domicile; enfin, les traitements de la vue ont donné lieu à 599 cas et le traitement dentaire à 2,238 cas.

Ecoles techniques et écoles spéciales.—L'enseignement manuel, tel qu'il est défini par la loi de l'enseignement technique, fut donné en 1921 dans huit écoles du jour, situées dans 4 centres différents, ainsi que dans les écoles du soir situées dans 13 différentes agglomérations. Outre cela, l'agriculture fut enseignée tout à la fois dans les écoles ordinaires et dans les écoles spéciales de l'agriculture de Olds, Claresholm, Vermilion, Gleichen, Raymond et Youngstown. Voici un résumé de l'enseignement technique et des travaux manuels exécutés en 1920-21.

Travaux régis par la Loi de l'enseignement technique—		
Du jour.....		1,860
Du soir.....		2,069
Par correspondance.....		220
Collège commerciaux (privés).....		2,216
Cours abrégés dans les universités et collèges.....		71
Ecoles normales.....		694
Travaux techniques dans les universités et collèges.....		594
Agriculture dans les écoles primaires et hautes écoles—considérable, mais chiffres inconnus		
Etudiants des écoles d'agriculture de Olds, Claresholm, Vermilion, etc.....		
Elèves recevant l'enseignement technique concurremment avec le programme des hautes écoles—		
Travaux manuels.....		1,448
Science ménagère.....		1,589
Travail du bois et du métal.....		1,448

COLOMBIE BRITANNIQUE

Ecoles générales.—Pendant l'année 1920-21, 85,950 enfants étaient inscrits aux écoles, dont 43,442 garçons et 42,508 filles. Sur ce nombre, 7,259, dont 3,093 garçons et 4,166 filles étaient dans les hautes écoles; 36,650, dont 20,223 garçons et 19,427 filles, appartenaient aux écoles primaires des cités; 22,322, dont 11,521 garçons et 10,801 filles, étaient dans les écoles primaires des municipalités rurales; enfin, 17,719 enfants, dont 8,605 garçons et 8,114 filles étaient dans les écoles rurales et dans les écoles assistées. La moyenne de fréquentation quotidienne dans toutes ces écoles était de 68,497, soit 79.69 p.c. des élèves inscrits. Ce pourcentage est plus élevé qu'en toute autre province au Canada, Québec se plaçant immédiatement après. Les chiffres suivants indiquent le nombre des inscriptions, la moyenne de fréquentation et la population au recensement le plus rapproché depuis 1871:

Année scolaire	Inscriptions		Moyenne de fréquentation		Population		Année de recensement
	Nombre	Coefficient	Nombre	Coefficient	Nombre	Coefficient	
1871.....	—	—	—	—	36,247	100	1871
1873.....	1,028	100	575	100	—	—	—
1881.....	2,571	250	1,367	238	49,459	137	1881
1891.....	9,260	901	5,135	893	98,173	271	1891
1901.....	23,615	2,297	15,355	2,667	178,657	493	1901
1906.....	28,522	2,774	19,809	3,445	—	—	—
1911.....	49,451	4,810	32,517	5,654	392,480	794	1911
1921.....	85,950	8,750	68,498	11,913	524,582	1,447	1921

Le coefficient d'augmentation de la moyenne de fréquentation est tout à fait remarquable, étant huit fois plus élevé que celui de la population, tandis que celui des élèves inscrits est plus de six fois celui de la population; c'est surtout depuis 1906 que l'assiduité scolaire a fait les plus grands progrès. La raison pour laquelle on a fait figurer dans ce tableau les données de 1906, c'est parce que les municipalités scolaires rurales furent créées cette année-là. Il semble à considérer l'accélération qui s'est produite depuis lors, que ces écoles ont exercé une forte influence sur l'assiduité scolaire.

Autres institutions enseignantes.—On verra dans le tableau I, qu'outre les élèves inscrits dans les écoles générales, il y avait 11,962 autres écoliers, dont 6,360 dans les institutions placées sous le contrôle administratif et 2,393 dans

les écoles indiennes, placées sous la surveillance du gouvernement fédéral. Ceci donne un total de 92,310 écoliers ou étudiants, dans les institutions enseignantes placées sous le contrôle administratif ou bien 97,912 dans l'ensemble des institutions enseignantes, dont les statistiques sont connues pour cette année. Cette proportion de 18·7 p.c. de la population est moins élevée que dans les autres provinces, pour la raison que, proportionnellement à la population adulte, il y a moins d'enfants d'âge scolaire dans la Colombie-Britannique que dans les autres provinces.

Résultats de la fréquentation scolaire.—Les degrés de haute école comptaient 7,442 élèves, tous assis sur les bancs des hautes écoles, à l'exception de 212. Dans le Quatrième Livre, lequel correspond aux degrés VII et VIII, il y en avait 16,360, ce qui fait un total de 23,802 enfants, soit 27·7 p.c. des écoliers inscrits ayant dépassé le degré VI. Si à ces 23,802 enfants, nous ajoutons ceux des collèges et des universités, nous aurions ainsi plus de 30 p.c. de la gent scolaire ou environ 6 p.c. de la population totale recevant un enseignement qui serait qualifié de secondaire dans la plupart des pays. Le programme des hautes études était enseigné dans 35 hautes écoles de cités, 15 hautes écoles de municipalités rurales et 2 hautes écoles dans les districts d'écoles rurales et assistées. Sur les 212 élèves suivant les mêmes cours (Cinquième Livre), mais en dehors des hautes écoles, 85 se trouvaient dans les écoles rurales à classes multiples et les écoles assistées, où un instituteur n'avait pas d'élèves au-dessous du Cinquième Livre; 29 étaient dans une division d'une école de cité consacrée exclusivement aux élèves du Cinquième Livre; 11 dans les écoles de municipalités rurales; et 61 dans les écoles rurales à classes multiples et les écoles assistées ayant un instituteur se consacrant spécialement aux élèves des Quatrième et Cinquième Livres. En fait, il ne resterait que 26 élèves de cette catégorie disséminés dans les écoles dépourvues de facilités spéciales.

Personnel enseignant.—Il se composait de 2,734 personnes, dont 595 instituteurs et 2,139 institutrices, cette disproportion entre les deux sexes étant plus accusée que dans toute autre province, mais cette proportion des instituteurs (28 p.c.) est inférieure à la moyenne calculée depuis le commencement du siècle (33 p.c.). Les hautes écoles en employaient 251, les écoles des cités 1,077, les écoles des municipalités rurales 644 et les écoles rurales et assistées 762, ce qui donne un instituteur pour 29, 37, 35 et 22 élèves respectivement, dans chacune de ces catégories d'écoles. Sur ces 2,734 instituteurs et institutrices, 433 possédaient des brevets académiques, 490 des brevets de première classe, 1,105 de seconde classe, 418 de troisième classe, 139 de troisième classe temporaire et 149 des certificats spéciaux. En laissant de côté ces derniers, on trouve que 2,585, 923, soit plus de 35 p.c. possédaient des brevets académiques ou de première classe, ceux de troisième classe ne représentant que 16 p.c. Ces proportions n'ont guère varié depuis 1910. Les traitements du personnel enseignant sont indiqués dans le tableau 57, p. 97.

Ecoles normales.—La méthode consistant à donner simultanément des cours préparatoires et des cours supérieurs aux écoles normales a été changée à la fin de 1920, et, pendant l'hiver de 1921 on s'est préoccupé uniquement des cours supérieurs. En 1920, le ministère de l'instruction publique décida d'aider pécuniairement le personnel enseignant des écoles normales qui suivrait des cours d'été dans les principales universités, aussi, cette année, un des professeurs et un des inspecteurs suivirent un cours d'été dans une université des Etats-Unis. Un cours d'été à l'usage des instituteurs fut ouvert à Victoria le 4 juillet et dura jusqu'au 5 août 1921; un autre à l'université provinciale commença le 4 juillet et se termina le 13 août; le premier de ces cours eut 207 élèves et l'autre 134. Parmi les sept classes de l'école d'été provinciale, celles consacrées à l'enseignement primaire est la plus significative; elle avait 60 élèves.

Inspection médicale.—En Colombie-Britannique, les commissions scolaires des cités, villes et municipalités sont *tenuës* par la loi de nommer des inspecteurs d'hygiène scolaire et de les pourvoir des facilités nécessaires à l'accomplissement de leur charge. Vancouver possède des institutions pour les aveugles et les sourds, lesquelles, en 1921, étaient dotées de six instituteurs ayant 51 élèves, dont 26 garçons et 25 filles. Au commencement de 1918, des mesures spéciales furent prises pour venir en aide aux élèves retardataires des écoles de Vancouver; en 1920-21, 16 classes spéciales étaient ouvertes.

Enseignement technique, agricole et spécial.—119 écoles, possédant 194 instituteurs et 6,199 élèves des degrés primaires, ont enseigné le jardinage scolaire. Le jardinage à la maison, sous la surveillance scolaire s'exerça dans 56 écoles, par 77 instituteurs et 721 élèves. D'autres branches de l'agriculture, telles que l'élevage des volailles, des pores, etc., s'exercèrent plus spécialement dans les districts munis d'inspecteurs de l'enseignement agricole. Un cours régulier d'agriculture durant deux années est maintenant professé dans 14 hautes écoles, à environ 400 étudiants. Des écoles techniques existent maintenant dans les cités de Vancouver, Victoria et New Westminster. L'école technique de Vancouver fut ouverte en mars 1921; antérieurement, les travaux techniques s'exerçaient à l'une des hautes écoles. Nous donnons ci-dessous de plus amples détails sur l'enseignement technique et spécial, en Colombie-Britannique, en 1920-21.

Elèves des écoles techniques:—	
Jour.....	1,441
Nuit.....	3,197
Par correspondance.....	135
Collèges commerciaux (privés).....	1,925
Écoles normales.....	377
Cours d'été pour les instituteurs (ministériels).....	207
Cours d'été pour les instituteurs (universitaires).....	197
Jardins scolaires—primaires:—	
Écoles représentées.....	119
Instituteurs.....	194
Elèves.....	6,199
Agriculture dans les hautes écoles—	
Écoles.....	14
Elèves.....	400

PUISSANCE ET GÉNÉRALITÉS

Collège de la frontière.—Le Collège de la frontière qui portait autrefois le nom d'«Association pour la Lecture au Campement» fut établi en 1900. Il fut incorporé par le chapitre 77 des statuts de la Puissance de 1922, sous le nom de Collège provincial; son siège principal est à Toronto mais peut être transféré ailleurs par simple règlement administratif. Le but de ce collège, tel qu'il est défini par sa charte est: (a) de répandre l'instruction parmi les classes ouvrières des deux sexes et les immigrants; (b) d'élever au plus haut degré le niveau des connaissances et de l'expérience des éducateurs assumant cette mission. Le collège peut construire des bâtiments et ouvrir des classes dans le voisinage des usines, manufactures, camps miniers, chantiers de bûcherons, de construction de voies ferrées et toutes autres agglomérations ouvrières. Le collège peut décerner des diplômes ès-lettres; il ne peut avoir d'affinités religieuses; il est autorisé à créer des succursales et à s'affilier avec d'autres collèges ou universités. Un nombreux personnel d'éducateurs est affecté aux différents campements de bûcherons, équipes de construction, etc., d'un océan à l'autre. Pendant quelque temps le ministère de l'Instruction publique d'Ontario a versé une subvention à ce collège.

Conseil consultatif honoraire des recherches scientifiques et industrielles. Ce conseil, constitué en 1915, peut à certains égards être considéré comme une institution enseignante. Des aperçus de son organisation et de ses travaux se trouvent tant dans ses propres rapports que dans les éditions de l'Annuaire du Canada de 1916-17, 1918, 1919 et 1920. Un certain nombre de demandes de fonds pour aider à des recherches spéciales ont été admises par le Conseil; parmi les recherches et travaux ainsi subventionnés on peut mentionner (1) une inves-

tigation sur la possibilité de la culture intensive en Colombie Britannique de certaines plantes oléagineuses et médicinales; (2) investigation sur les relations existant entre les rayons rouges et la structure des atomes; (3) étude de la solution de continuité dans les rayons étherés, entre la lumière ultra-violette et les rayons X; (4) une étude de la cause de l'acidité des sols de Québec et du Nouveau-Brunswick et de leur traitement; (5) une tentative d'analyser, au moyen de la photographie, les détails d'un nouveau procédé de broyage du minerai; (6) investigation des causes de la corrosion par le sol des tuyaux en fer et des assises des constructions en fer au Canada; (7) recherche des remèdes susceptibles de neutraliser les effets des eaux alcalines de l'ouest sur le béton; (8) la solution du problème de l'utilisation des gisements de minerai de fer pauvres du Canada. Naturellement, ces investigations sont faites par des spécialistes, en des laboratoires bien organisés, tels que ceux des universités, etc.

Division de l'enseignement technique.—En parlant de chaque province, nous avons déjà traité de ce qui concerne l'enseignement technique. Les tableaux 88 et 89 traitent des écoles *ad hoc* ayant participé en 1921 aux subventions allouées par la loi sur l'enseignement technique de 1919. Tout ce qui concerne le gouvernement fédéral en matière d'enseignement technique, est du ressort de la division de l'enseignement technique du ministère du Travail. Les détails complets des travaux de cette division pendant l'année 1921 se trouvent tant dans son second rapport annuel que dans les bulletins qu'elle publie de temps en temps sous le nom de «Bulletin sur l'enseignement technique»; ce bulletin contient de brefs articles provenant de sources autorisées et traitant des développements de l'entreprise dans la Puissance; il publie tout ce qui est de nature à intéresser les professeurs et les directeurs, passe en revue les nouveaux ouvrages et les catalogues. Entre autres événements de l'année 1921, il convient de signaler l'organisation de l'école agricole et technique de Charlottetown, rendue possible par la subvention additionnelle découlant de la loi sur l'enseignement technique; la réorganisation de cours abrégés de travaux manuels aux collèges techniques de la Nouvelle-Ecosse; l'ouverture de classes parmi les pêcheurs et la création d'une section de correspondance en Nouvelle-Ecosse ont été facilitées par la subvention de la Puissance ainsi que le furent les différentes autres activités se rapportant à l'enseignement technique dont il a été parlé, en traitant des différentes provinces. Les chiffres se rapportant à l'enseignement technique, que l'on trouvera dans les différents tableaux de ce rapport, couvrent l'année 1920-21. Les chiffres suivants, couvrant l'année 1921-22, sont puisés dans le dernier rapport de la Commission fédérale de l'enseignement technique, lequel n'est pas encore imprimé.

Au cours de l'exercice budgétaire terminé le 31 mars 1922, les sommes payées aux provinces, en vertu de la loi sur l'enseignement technique, se sont élevées à \$720,236, dont \$47,904 pour la Colombie Britannique, \$82,606 pour l'Alberta, \$13,666 pour la Saskatchewan, \$21,174 pour le Manitoba, \$378,175 pour l'Ontario, \$114,651 pour Québec, \$32,758 pour le Nouveau-Brunswick, \$22,161 pour la Nouvelle-Ecosse et \$7,142 pour l'île du Prince-Edouard. Pendant la même année, les provinces ont elles-mêmes dépensé pour cet objet \$2,201,534, dont \$97,310 comme frais d'administration, \$15,036 pour la formation des professeurs et instructeurs, \$23,428 pour l'enseignement par correspondance, \$1,273,759 en construction et aménagements, \$453,362 pour le traitement du personnel, \$51,397 pour l'entretien et \$286,705 pour allocations spéciales. Ces dépenses se répartissent entre les provinces de la manière suivante: Colombie Britannique \$95,888; Alberta, \$874,581; Saskatchewan, \$27,331; Manitoba, \$42,348; Ontario, \$800,515; Québec, \$229,302; Nouveau-Brunswick, \$44,322; Nouvelle-Ecosse, \$66,516 et île du Prince-Edouard, \$21,731. Pendant l'année scolaire terminée le 30 juin 1922, on comptait 283 écoles de cette nature, dont 72 écoles du jour, 207 écoles du soir et 4 écoles par correspondance; 2,268 professeurs et instructeurs se consacraient à cet enseignement, dont 527 dans les

écoles du jour, 1,711 dans les écoles du soir et 30 dans les écoles par correspondance; toutes ensemble ces écoles comptaient 61,961 élèves, soit 13,585 dans les écoles du jour, 46,219 dans les écoles du soir et 2,154 élèves par correspondance. 231 professeurs ou instructeurs ont fréquenté les 4 écoles d'été à leur usage spécial, dont le personnel se composait de 22 professeurs. Nous donnons ci-dessous le nombre des élèves dans chaque province, l'ordre des provinces étant le même que ci-dessus, c'est-à-dire d'ouest en est: 5,844, 3,477, 2,667, 5,802, 31,823, 6,158, 2,931, 3,093 et 166. Nous répétons une fois de plus que toutes les données statistiques qui précèdent se rapportent exclusivement à la partie de l'enseignement technique subventionnée par le gouvernement fédéral, mais elles sont bien loin de s'appliquer à toutes les branches de l'enseignement technique des différentes provinces.

Comité national pour l'hygiène mentale.—Ce comité fut organisé à Ottawa le 26 avril 1918 pour «travailler à la conservation de la santé mentale et à l'amélioration des soins et traitements donnés à ceux qui souffrent de maladies mentales et nerveuses ou de débilité mentale, ainsi qu'à la prévention de ces maladies; coopérer avec tous autres organismes; requérir l'aide des gouvernements provinciaux et fédéral et favoriser l'organisation et le fonctionnement de sociétés filiales ou comités locaux ou provinciaux se consacrant à l'hygiène mentale». Trois spécialistes des maladies mentales, quatre aides et un personnel de bureau furent nommés par ce comité, qui ouvrit un bureau à Toronto, 143 rue du Collège, et un autre à Montréal, 121 rue Bishop. Depuis son organisation, ce comité a exécuté les travaux suivants: (1) examen de la situation de la province du Manitoba (1918); (2) examen de la situation de la Colombie Britannique (1919); (3) études de psychiatrie à Toronto; (4) études de psychiatrie à Montréal; (5) traitement des soldats démobilisés affectés de maladies nerveuses et mentales; (6) examen des immigrants; (67) travaux de propagande parmi la population; (8) travaux parmi les «normaux» et «supernormaux»; (9) création d'une bibliothèque contenant des ouvrages spéciaux traitant de l'hygiène mentale; (10) création d'un bureau de la statistique et (11) examen de la situation en Nouvelle-Ecosse (1920). Une publication trimestrielle portant le nom de «Journal canadien de l'Hygiène mentale» a ses bureaux à Montréal, 121 rue Bishop.

L'instruction publique chez les Indiens.—Pendant l'année 1921, 326 écoles à l'usage des Indiens étaient ouvertes, dont 253 écoles du jour, 58 écoles pour internes et 15 écoles de travaux manuels, ce qui représente, comparativement à l'année précédente, une augmentation de 6 écoles du jour et une diminution de une école de travaux manuels; 12,558 élèves étaient inscrits en ces écoles, soit 6,219 garçons et 6,339 filles, en augmentation de 362 écoliers sur 1920; les écoles du jour en comptaient 7,775, les écoles pour internes 3,156 et les écoles de travaux manuels 1,627. La moyenne de fréquentation fut de 8,723, soit une amélioration de 1,094 sur l'année précédente. Outre les écoliers dont il vient d'être parlé, une centaine d'enfants indiens étaient élevés dans différentes écoles publiques ou privées de la Puissance et même dans certaines hautes écoles. Les 326 écoles ouvertes pendant l'année appartenaient aux confessions religieuses suivantes: neutres, 53 du jour et une de travaux manuels; catholiques, 87 du jour, 32 pensionnats et 8 de travaux manuels; église d'Angleterre, 71 du jour et 3 de travaux manuels; méthodistes, 38 du jour, 5 pensionnats et 3 de travaux manuels; presbytériennes, 3 du jour et 5 pensionnats; armée du salut, une école du jour. Les crédits votés par le parlement pour l'instruction publique chez les Indiens pendant l'année ont atteint \$1,112,410. Outre cette somme, différentes tribus indiennes ont fourni une somme de \$47,297 à titre de contribution au traitement des instituteurs.

ENSEIGNEMENT SUPÉRIEUR

Statistiques.—Il ressort des tableaux 63 et 71 couvrant l'année 1921 ou bien la dernière année dont les chiffres sont connus, qu'il existait au Canada 23 universités et 65 collèges affiliés, classiques et techniques, dont 21 collèges classiques dans la province de Québec. Le personnel enseignant des universités se composait de 3,922 professeurs et instructeurs, dont 2,865 hommes et 467 femmes. Les étudiants étaient au nombre de 34,730, dont 25,453 jeunes gens et 9,027 jeunes filles; sur ce nombre, 12,645 étaient également inscrits dans les collèges affiliés. Le nombre total des étudiants des deux sexes a été établi sans double emploi; il laisse de côté 407 jeunes gens et 232 jeunes filles inscrits en même temps dans deux universités fédérées, facultés de lettres, des sciences et de théologie.

En additionnant le nombre des étudiants de chaque faculté on arrive au total de 36,206, ce qui démontre que 1,476 étudiants sont inscrits à plus d'une faculté. Les chiffres des inscriptions aux facultés des universités ne peuvent donner une juste idée de l'attraction exercée par les différentes facultés; c'est pourquoi on a fait figurer dans le tableau suivant les étudiants des facultés, tant dans les universités que les collèges, en excluant ceux qui étaient enregistrés en même temps à deux endroits.

Les lettres et les sciences ont un plus grand nombre d'adeptes que ne l'indiquent ces chiffres, car plusieurs collèges affiliés ou annexés aux universités ont donné le nombre de leurs étudiants en masse et non par faculté. Quant aux autres facultés, leurs chiffres semblent raisonnablement exacts, étant donné que les 1,224 étudiants qui ne sont pas classés n'appartiennent certainement pas à aucune des facultés mentionnées.

Facultés	Universités				Collèges				Total universités et collèges sans double emploi			
	Nombre d'institutions	Nombre d'étudiants			Nombre d'institutions	Nombre d'étudiants			Nombre d'institutions	Nombre d'étudiants		
		Garçons	Filles	Total		Garçons	Filles	Total		Garçons	Filles	Total
Enseignement secondaire....	7	8,003	2,412	10,415	18	1,799	312	2,111	25	9,802	2,724	12,526
Enseignement supérieur, lettres et sciences.....	23	6,437	3,038	10,147	12	436	306	742	35	6,873	3,344	10,889
Science, doctorat, etc.....	14	476	214	690	1	3	1	4	15	479	215	694
Médecine.....	9	3,088	152	3,240	-	-	-	-	9	3,088	152	3,240
Génie civil et sciences appliquées.....	13	2,606	2	2,608	1	33	-	33	14	2,639	2	2,641
Musique.....	3	212	783	995	2	128	12	140	5	340	795	1,135
Théologie.....	10	664	7	671	20	707	360	1,067	30	1,371	367	1,738
Oeuvres sociales.....	4	74	563	637	-	-	-	-	4	74	563	637
Commerce.....	5	610	19	629	3	282	24	306	7	683	43	726
Droit.....	7	572	21	593	1	420	16	436	8	992	37	1,029
Pharmacie.....	8	434	20	454	1	158	10	168	9	592	30	622
Banque.....	1	380	-	380	-	-	-	-	1	380	-	380
Art dentaire.....	3	342	24	366	1	873	17	890	4	1,215	41	1,246
Architecture.....	5	295	-	295	-	-	-	-	5	295	-	295
Agriculture.....	3	284	6	290	3	793	4	797	6	1,077	10	1,087
Pédagogie.....	2	176	84	260	1	2	159	161	3	178	243	421
Science ménagère.....	4	-	235	235	5	-	499	499	8	-	612	612
Puériculture.....	4	-	181	181	2	-	7	7	6	-	188	188
Sylviculture.....	3	105	-	105	-	-	-	-	3	105	-	105
Médecine vétérinaire.....	1	20	-	20	1	96	-	96	2	116	-	116
Cours d'été pour instituteurs	5	299	284	583	5	241	828	1,069	10	540	1,112	1,652
Cours d'été pour autres qu'instituteurs.....	2	88	21	109	4	162	51	213	5	177	71	248
Autres cours abrégés.....	2	-	250	250	4	966	145	1,111	2	966	395	1,361
Correspondance.....	3	402	357	759	6	309	10	319	9	711	367	1,078
Culture physique.....	1	-	70	70	-	-	-	-	1	-	70	70

Immédiatement après les lettres et les sciences se place l'étude de la médecine, qui présente un exemple remarquable de concentration; en effet, les 3,240 étudiants en médecine n'appartenaient qu'à 9 institutions sur 60 environ et environ 57 p.c. d'entre eux étaient inscrits dans deux institutions, ainsi qu'on peut le voir par le tableau 65. De même, les 2,641 étudiants en génie civil se répartissaient entre 14 institutions ou environ 70 p.c. dans trois institutions. Par contre, la théologie, qui vient immédiatement après, voit ses 1,738 étudiants disséminés dans 30 institutions différentes.

Il est également à remarquer que sur les 16,322 étudiants des 16 facultés n'enseignant ni les lettres, ni les sciences et ne donnant pas de cours abrégés, 5,412, soit environ 33 p.c., appartenaient aux facultés apparentées à la profession médicale; d'autre part, 12,321, ou environ 76 p.c., étudiaient dans les facultés que l'on peut grouper autour de la médecine, du génie civil, de la théologie, du droit et de l'agriculture, le seul groupe important restant en dehors étant musique. S'il est vrai que les facultés de pédagogie n'ont qu'un petit nombre d'élèves, les élèves-instituteurs fréquentant les cours d'été forment une masse qui se place quatrième par ordre d'importance; ils se trouvent répartis dans un plus grand nombre d'institutions que les étudiants des autres facultés, si l'on en excepte la théologie et le génie civil; on constate, en outre, leur présence dans toutes les provinces, sauf deux. Ce mouvement, relativement nouveau, semble donc présenter l'espoir d'un développement rapide; les rapports déjà reçus pour l'année 1922 indiquent qu'un millier d'étudiants ont suivi les cours d'été à l'usage des instituteurs, dans trois institutions; les cours par correspondance semblent, eux aussi, gagner beaucoup de terrain. Le tableau 67 indique le nombre des étudiants des universités canadiennes originaires d'une province autre que celle où est située l'université; on y verra avec intérêt le nombre de jeunes gens venant de l'étranger. Sur les 23 universités canadiennes, 19 possèdent des hôtes d'au delà de nos frontières.

Les statistiques financières de nos universités figurent dans le tableau 68 et celles des collèges dans le tableau 71. Le tableau 66 est consacré au nombre des étudiants des universités, par années académiques; le terme « années académiques » a besoin d'être expliqué: par « première année », on entend un cours régulier, couronné par le baccalauréat, mais pas nécessairement la première année passée à l'institution. Par exemple, un élève qui vient d'accomplir trois années de haute école, commence immédiatement après les études du baccalauréat dans la même institution. Ces trois années de haute école sont qualifiées dans le tableau « Cours préparatoire à l'admission universitaire », tandis que « première année » désigne l'année qui suit, laquelle est la première des quatre années consacrées à l'étude des lettres.

Conférence des universitaires.—Une quarantaine de personnages, présidents, principaux, doyens et professeurs d'universités se réunirent à Winnipeg, les 16 et 17 juin 1922, dans le but d'y procéder à un échange d'idées, de discuter les questions à l'ordre du jour et de considérer les suggestions ayant pour objet une uniformité plus complète du programme des études dans les universités canadiennes. Parmi les problèmes étudiés, citons (1) réglementation et surveillance des sports; (2) discipline des novices; (3) nécessité d'une entente au sujet des étudiants expulsés; (4) préparation à l'université des professeurs de l'enseignement secondaire; (5) limitation du nombre des étudiants à la Faculté des Lettres; (6) quelques problèmes scientifiques relatifs à l'agriculture et (7) un institut central pour les licenciés et les docteurs.

INSTITUTIONS ENSEIGNANTES PRIVÉES

Les tableaux 72-76 de ce rapport sont consacrés aux statistiques des écoles privées, pendant l'année 1921. Le terme « école privée » embrasse (1) les institutions enseignantes, soit laïques, soit religieuses, dont le programme est celui des écoles ordinaires, mais qui possèdent une proportion plus grande que les autres écoles d'élèves étudiant exclusivement soit la partie commerciale, soit la musique, soit d'autres sujets spéciaux; (2) les collèges commerciaux dont l'enseignement est limité aux choses du commerce. On verra par ces tableaux qu'au cours de l'année, plus de 29,300 élèves fréquentaient les collèges commerciaux et que les autres écoles privées de huit provinces possédaient 18,250 élèves, comparativement à 1,794,699 écoliers des mêmes provinces fréquentant

les écoles publiques. Les chiffres se rapportant aux collèges commerciaux et aux écoles privées ne sont pas tout à fait complets, car un certain nombre de ces institutions négligèrent de faire leur rapport; mais celles-ci n'avaient que peu d'importance et d'ailleurs, quelques-unes d'entre elles étaient restées fermées durant l'année. Il y a des raisons de croire que ces données diffèrent très peu de la réalité.

Nous mettrons en lumière deux points seulement relativement aux statistiques des écoles privées. Le premier, c'est la valeur de ces statistiques considérées comme informations supplémentaires à celles déjà fournies par les écoles publiques sur l'élimination des élèves. Les tableaux indiquant l'âge des élèves des écoles publiques dans différentes provinces, démontrent qu'en dépit des lois sur la scolarité obligatoire, il se produit une sérieuse élimination après que les écoliers ont atteint l'âge de 12 ou 13 ans. En l'absence de renseignements supplémentaires, il serait impossible de savoir si ces choses abandonnent définitivement leurs études ou bien s'ils quittent les écoles publiques pour rentrer dans les écoles privées. Un directeur d'écoles urbaines nous renseigne parfaitement sur ce point, d'année en année. Par exemple, dans son rapport de 1921, il indiquait que, pendant cette année scolaire, 35,766 enfants avaient été inscrits à ces écoles; sur ce nombre, 26,772 étaient déjà inscrits aux écoles de la même ville l'année précédente; 2,087 venaient d'écoles autres que celles de la ville en question, mais de la même province; 1,455 venaient d'écoles situées en dehors de la province et 5,452 entraient à l'école pour la première fois. Pendant l'année, 3,978 élèves quittèrent les écoles de la cité, dont 276, pour entrer dans des écoles ou privées laïques, ou congréganistes; 2,587 avaient quitté la ville, 498 commencèrent à travailler, 98 étaient gardés à la maison pour aider leur mère, 361 étaient malades, 56 étaient morts, enfin 102 retraites restaient inexplicables. Si des renseignements aussi précis existaient pour la province entière et pour chaque province, il est possible que l'on s'apercevrait que l'abandon de l'école par les adolescents n'est pas aussi grand qu'on le croit à première vue. Sur les 3,978 enfants qui se sont retirés, seuls les 56 qui étaient morts et les 498 entrés à l'atelier avaient, nécessairement, quitté l'école. Il est à supposer que les 2,587 écoliers ayant quitté la ville se sont fait inscrire dans d'autres écoles, tandis que 276, soit environ la moitié de ceux ayant définitivement quitté l'école, sont entrés dans des écoles privées. D'autre part, en consultant le tableau consacré aux écoles primaires et secondaires, on y verra que la répartition par âge constitue presque une inversion de l'ordre de répartition par âge dans les écoles sous le contrôle administratif jusqu'à l'âge de seize ans, et qu'au lieu d'une chute soudaine à partir de 13 ans, comme dans les écoles publiques, on constate une augmentation non moins soudaine. Sur les 18,250 élèves des écoles privées, 13,891 seulement étaient classifiés par âge, les 4,359 autres se trouvant généralement dans des institutions où la classification par degrés ne ressemblait pas à celle indiquée par le questionnaire et nombre de ces écoles étaient de grandes institutions d'ordre secondaire, où la grande majorité des élèves dépassait l'âge de 13 ans. Il semble donc en résulter que la baisse sensible constatée dans les écoles sous le contrôle administratif, un an ou deux avant que leurs élèves atteignent la limite de la scolarité obligatoire, est compensée dans une certaine mesure par la fréquentation des écoles privées, dont le programme est approuvé par les autorités provinciales. Enfin, les élèves des collèges commerciaux ne sont pas tous adultes et un nombre considérable d'entre eux sont encore des enfants qui pourraient être ajoutés à la gent scolaire.

Le second point se rapporte à la classification par âge et par degrés dans ces écoles privées, soit primaires, soit secondaires. Sur les 18,000 élèves de ces écoles, la classification par degrés (de l'école maternelle au degré XII), et par âge n'a pu être obtenue que de 10,245 d'entre eux, mais cela suffira à éclairer notre sujet. Ce qui est intéressant, c'est que cette répartition n'est pas basée sur l'échelonnement usité dans une province quelconque, mais présente plutôt une combinaison de celles de sept provinces. Les écoles dont il s'agit sont nominalement indépendantes des ministères de l'instruction publique de leurs

provinces respectives, mais en fait, elles ont des rapports étroits avec ces ministères, spécialement au point de vue du programme d'enseignement, et cela spécialement pour les deux raisons suivantes: d'abord, un nombre élevé de ces écoles privées appartiennent à une confession religieuse et ont pour objet, entre autres choses, la formation d'instituteurs de la même confession. Mais ces instituteurs ne peuvent obtenir le brevet d'enseignement que confère la province sans subir les examens officiels imposés par ces provinces et, par conséquent, ils doivent étudier les sujets sur lesquels reposent ces examens. Dans certaines provinces où les travaux pratiques de laboratoire sont ajoutés au programme des examens que subissent les candidats instituteurs, ces écoles privées, de leur propre mouvement, demandent au gouvernement de procéder à l'inspection de cet enseignement; en outre, puisque l'instruction est obligatoire dans la presque totalité de la Puissance, l'enseignement de ces écoles privées doit satisfaire les autorités responsables de l'exécution de la loi; enfin, maints élèves des écoles privées visent à leur admission à l'université et cette admission nécessite une similitude entre les études des écoles privées et des écoles publiques, non seulement de la même province mais encore de provinces différentes, puisque le degré XI est généralement considéré comme le facteur commun de l'instruction publique du personnel enseignant et des universités dans toutes les provinces. Par conséquent, la tendance de toutes les écoles—quels que puissent être les sujets supplémentaires qu'elles introduisent et nonobstant les innovations qu'elles peuvent apporter à leur méthode—est de ne pas perdre de vue cette admission à l'université. Il est possible que même les collèges purement classiques se ressentent de cette tendance. Par conséquent, en groupant ensemble les statistiques de la répartition par âge et par degré, des élèves des écoles privées des différentes provinces, nous n'encourrons pas le reproche de prétendre assimiler des choses dissemblables quant à leur programme et à leur objet en vue. Il est à supposer toutefois que ces écoles ayant une direction individuelle, les différences de méthode doivent amener des résultats différents; donc, l'âge des élèves d'un certain degré est susceptible de différer beaucoup plus dans les écoles privées, comparées les unes aux autres, que dans les écoles publiques. En examinant attentivement le tableau 74, on se convaincra que la corrélation entre l'âge et le degré, au lieu d'être moindre que dans les écoles publiques, est au contraire plus étroite et se rapproche remarquablement de la perfection. La méthode de corrélation usitée est celle de Léonard P. Ayres dont se sert la division statistique du Bureau de l'Instruction publique de Washington, dans son bulletin sur la statistique du système scolaire urbain 1917-18. Une comparaison établie entre le tableau relatif aux écoles privées qui nous occupent et certaines écoles des cités analysées dans le rapport américain, démontre que les écoles privées canadiennes soutiennent aisément la comparaison avec les meilleures écoles des cités américaines, au point de vue de cette corrélation entre l'âge et le degré scolaire. Cette étroite corrélation ne signifie pas nécessairement que les élèves des écoles privées travaillent mieux que ceux des écoles publiques. La déduction qui semble s'imposer, c'est que le phénomène constaté dans les écoles publiques d'un grand nombre d'élèves des degrés inférieurs, quittant l'école dans les degrés V ou VI, laissant dans les degrés supérieurs des élèves comparativement jeunes, ne se retrouve pas dans les écoles privées. La proportion des élèves retardataires semble être tout aussi grande dans les écoles privées que dans les écoles publiques, de même que la proportion des élèves doublant les classes, les uns et les autres étant des éléments perturbateurs de cette corrélation. Toutefois, dans les écoles privées, les élèves retardataires ou bien suivent péniblement leurs camarades de degré en degré, ou bien s'éclipsent et sont remplacés par les élèves retardataires des écoles publiques, tandis que les retardataires des écoles publiques disparaissent complètement. En appliquant un autre criterium appelé le coefficient de régression, on y voit que la progression dépasse 9-10 d'un degré par an ($\cdot 907$). Ce progrès est certainement excellent puisqu'il implique qu'à cette allure, les douze degrés scolaires sont parcourus, en moyenne, en $13\frac{1}{3}$ années.

Si on les compare aux écoles publiques, au point de vue de leurs élèves retardataires, les écoles privées présentent des caractéristiques distinctes. Dans les écoles publiques, on trouve ordinairement dans le premier degré un minime pourcentage d'élèves retardataires ou plus âgés que leurs camarades; ce pourcentage s'accroît de degré en degré jusqu'à un certain degré, qui n'est pas le même dans toutes les provinces, étant tantôt le degré auquel une proportion considérable des élèves quittent l'école ou bien degré quelque peu plus facile que le reste. Ce minime pourcentage d'élèves retardataires dans le premier degré se compose dans une large mesure, d'élèves ayant débuté postérieurement à la rentrée, tandis que l'accroissement du pourcentage dans les degrés plus élevés est constituée par les répétitions de classes. Si l'on admet que 6 et 7 ans sont l'âge normal des écoliers du premier degré, 7 et 8 ans pour le deuxième degré, et ainsi de suite, on s'apercevra qu'il n'y a pas de ressemblance entre les écoles privées et les écoles publiques, quoiqu'il y ait autant de retardataires dans les écoles privées que dans les autres. Le retardement dans les écoles privées semble n'obéir à aucune loi définie et se maintient approximativement au même niveau depuis le premier degré jusqu'au degré XII. A cela nous voyons deux explications: (1) que dans les écoles privées, les élèves sont moins souvent astreints à répéter une classe que dans les écoles publiques et (2) que les classes des écoles privées recrutent leurs contingents à l'extérieur dans une mesure beaucoup plus grande que les écoles publiques. Cette seconde probabilité nous interdit de tirer des conclusions de la petite accumulation de retardataires de degré en degré, et des coefficients élevés de corrélation et de régression dans les écoles privées.

RÉSUMÉ DES LOIS SCOLAIRES PASSÉES EN 1921 DANS LES DIFFÉRENTES PROVINCES.

ILE DU PRINCE-ÉDOUARD

Loi de l'école publique.—Le chapitre 3 amende la Loi de l'école publique de 1920 de la manière suivante:

L'âge scolaire commence à six ans (quel que soit le moment de l'année scolaire où l'enfant atteint cet âge) et se termine à quinze ans accomplis. La Commission de l'Instruction publique est autorisée à accepter *l'aide ou la coopération* qui lui seront offertes en vue de l'amélioration des écoles et du bien-être des instituteurs ou des écoliers; elle pourra faire des règlements à cet égard. La Commission de l'Instruction publique pourra aussi organiser *l'inspection médicale des écoles*, nommer des inspecteurs et des inspecteurs-adjoints de l'hygiène scolaire, s'assurer la coopération de la Société de la Croix Rouge et faire des règlements concernant les qualités requises, etc. La Loi de 1920 disposait qu'un instituteur ne pouvait recevoir du Trésor provincial la totalité du traitement attribué à sa catégorie que si la moyenne de fréquentation de ses élèves atteignait 50 p.c. du nombre des enfants d'âge scolaire résidant dans le district, sauf les cas de maladie; *cette moyenne se trouve élevée à 60 p.c.*

Capitation.—Le minimum de la taxe de *capitation* est abaissé de \$2 à \$1 et une distinction est établie entre (1) les contribuables qui sont propriétaires, (2) ceux qui sont locataires et (3) les hommes qui résident dans le district sans être ni propriétaires ni locataires. La taxe est la même pour les uns et les autres, mais les personnes appartenant aux deux dernières catégories en sont exemptes lorsqu'elles atteignent l'âge de 65 ans; une femme résidant dans le district, si elle est mère, belle-mère, etc., d'un enfant d'âge scolaire, peut contribuer à l'élection des syndics d'école, *elle est même éligible.*

Allocation pour matériel scolaire.—Le conseil de l'Instruction publique peut consacrer des sommes n'excédant pas \$25 par an à cet usage, dans les districts approuvés.

Des brevets d'enseignements temporaires peuvent être accordés par le conseil de l'Instruction publique; ils seront valides jusqu'au 30 juin qui suivra leur émission.

Instruction obligatoire.—Chaque enfant de 7 à 13 ans est obligatoirement tenu de fréquenter l'école chaque mois, cependant au moins 60 p.c. de la durée d'ouverture de l'école; à moins d'exemption spéciale, les délinquants encourront une amende de \$20 au maximum.

Ecole technique et d'agriculture provinciale.—Le chapitre 5 est consacré à l'école technique et d'agriculture provinciale, place cette école sous l'administration du ministère de l'Agriculture et sous la direction du Commissaire de l'Agriculture, mais le directeur général de l'enseignement jouira d'un droit d'inspection et pourra également aider et conseiller le Commissaire. Le personnel enseignant de l'école est placé sous le contrôle direct du gouvernement, son traitement et les frais d'entretien de l'école seront payés partiellement sur le revenu ordinaire de la province et partiellement au moyen de subsides versés par le gouvernement fédéral en faveur de l'instruction agricole et de l'instruction technique. Le gouvernement provincial réglemente les examens, les conditions d'admission, les diplômes, etc.

Loi des fournitures scolaires.—Le chapitre 6 donne pouvoir à la Commission de l'Instruction publique de nommer ou révoquer un gérant ou un assistant-gérant qui sera chargé de la distribution des fournitures scolaires.

Collège Prince of Wales et Ecole Normale.—Le chapitre 4 modifie la loi prononçant la fusion du collège Prince of Wales et de l'Ecole Normale provinciale, en ce qu'elle autorise le gouvernement provincial à nommer le personnel enseignant et à déterminer son traitement. Le principal devant être diplômé d'une université canadienne ou britannique; le même amendement attribue au conseil de l'Instruction publique le pouvoir de faire tous les règlements nécessaires pour assurer l'administration, la direction des études, l'inspection et le fonctionnement de cette institution.

NOUVELLE-ÉCOSSE

Education des anormaux.—Le chapitre 8 pourvoit à la création d'une institution où seront internés et instruits les déments et les faibles d'esprit avec inclinations vicieuses; il est ordonné qu'on y réunira les personnes déjà internées dans d'autres institutions y compris les prisons et les maisons de correction. Le médecin en chef sera nommé par le Conseil des ministres; il se consacrera exclusivement aux devoirs de sa charge. L'entretien des internés non assumé par leurs familles sera payable par la municipalité, ville ou cité d'où ils viennent et à défaut par le Trésor provincial. Cette institution dépendra du ministère des Travaux Publics et des Mines.

Loi de l'Instruction publique de 1918.—Cette loi, chapitre 9 de 1918, est^t amendée ainsi qu'il suit par le chapitre 59; le Conseil de l'Instruction publique est autorisé à employer partie des fonds mis à sa disposition à *subventionner les écoles des sections éloignées*; une femme peut être syndic d'école. La Loi de 1918 fixait le quantum de l'allocation gouvernementale aux maîtres et maîtresses d'école, selon la classe de leur diplôme et précisait les conditions requises pour

l'obtention de cette allocation; par exemple, l'instituteur possédant un diplôme de la classe «A» devait recevoir \$150, mais seulement s'il enseignait dans une école supérieure ou une autre école classée et reconnue comme telle; les détenteurs d'un diplôme académique avaient droit à \$180 s'ils enseignaient dans une haute école approuvée ou bien à \$210 dans le cas du principal d'une haute école ou de toutes les écoles d'une section. La Loi de 1921 supprime ces conditions et *alloue une indemnité de \$175 à l'instituteur de la classe «A» ou de \$210 à l'instituteur de la classe académique, s'il enseigne dans une école publique quelconque. Il est imposé une pénalité de un centin pour chaque demi journée d'absence d'un écolier, lorsque la commission scolaire a adopté le principe de la fréquentation obligatoire et si l'enfant ne jouit pas d'une exemption spéciale.* L'article 147 de la Loi de 1918 disposait que: si la fréquentation obligatoire était adoptée par une résolution passée à l'assemblée annuelle d'une école quelconque, un vote pris à la majorité des deux-tiers à une assemblée subséquente pouvait rescinder cette résolution; l'article 7 de la Loi de 1921 abroge cet article 147 et lui substitue un paragraphe dans lequel il n'est pas question de la possibilité de la rescision de la résolution; telle qu'amendée par cet article 7, la fréquentation obligatoire ordonnée par la Loi de 1918 s'applique «à toute section scolaire autre que celle d'une cité ou d'une ville», au lieu de «à toute section scolaire autre que celle d'une ville ou d'une ville dans laquelle une résolution.....est adoptée par un vote de la majorité, etc.»

Suffrage féminin.—Le chapitre 60 amende la Loi de l'Instruction publique en étendant à toute femme jouissant du droit de vote en vertu de la Loi du suffrage de la Nouvelle-Ecosse, les mêmes droits et privilèges aux élections scolaires dont jouissent les contribuables du sexe masculin.

Assistance à l'école d'une section voisine.—Le chapitre 62 amende la Loi de l'Instruction publique, en disposant que si des enfants sont contraints de fréquenter l'école d'une section voisine, lorsqu'il n'en existe pas dans leur propre section, leurs contributions et frais de déplacement seront supportés par la section négligente.

NOUVEAU-BRUNSWICK

Loi des Ecoles.—Le chapitre 23 modifie le paragraphe 1 de l'article 6 du chapitre 50 de 1903, concernant les écoles normales et modèles et lui substitue un paragraphe lequel reproduit les dispositions de la clause originale et de plus impose à la cité de Fredericton l'obligation de payer la moitié du traitement de l'instituteur des classes modèles; en outre, le conseil de l'Instruction publique est autorisé à consentir à tout étudiant *admissible à l'école normale provinciale* un prêt n'excédant pas \$400, pour lui permettre de *compléter ses études*. Enfin, le directeur général de l'Instruction publique pourra désormais accorder aux districts scolaires une allocation limitée à \$100 pour chaque classe consacrée aux *élèves retardataires*, plus \$100 à titre de contribution au traitement d'un instituteur diplômé et spécialement qualifié pour stimuler les élèves retardataires.

Education des aveugles.—Le chapitre 26 amende le chapitre 51 des statuts consolidés de 1903, en portant de \$75 à \$200 la somme à payer par le Trésor provincial et le fonds scolaire du comté, pour l'éducation de chaque aveugle; toute ville ou cité ne contribuant pas au fonds scolaire de comté sera tenue au paiement de la même somme; si un élève aveugle n'appartient à aucune municipalité en particulier, la province paiera \$400, au lieu de \$150.

QUÉBEC

Fermes de démonstration, écoles laitières, etc.—Le chapitre 38 autorise le ministre de l'Agriculture à créer des *fermes de démonstration* et le chapitre 39 lui permet de fonder une *Ecole de laiterie de la province de Québec*, ainsi que des *écoles intermédiaires d'agriculture*; un crédit de \$50,000 lui est ouvert à cet effet.

Loi de l'Instruction publique.—Les statuts révisés de 1909 sont amendés par le chapitre 47, en ce qu'ils traitent de la pension de retraite des instituteurs; dorénavant, les instituteurs auront droit à 2/100 et les institutrices à 3/100 de leur traitement moyen; cette moyenne calculée sur les 25 années de leur traitement le plus élevé, multiplié par le nombre de leurs années de service, avec un maximum de 35 ans; toutefois, une femme ne pourra recevoir plus de 90 p.c. de son traitement moyen, calculé sur les années de plus haute rémunération, et nul instituteur ou institutrice retraité après juillet 1921 ne pourra recevoir moins de \$100. La pension des instituteurs et institutrices, après le premier juillet 1921, doit être augmentée de 25 p.c. si elle est inférieure à \$300, cette addition ne pouvant cependant la porter au-delà de \$300.

Commission scolaire catholique de Montréal.—Le chapitre 49 modifie l'article 7 du chapitre 39 de 1920, en autorisant le Commission scolaire catholique de Montréal à procéder tous les trois ans au *recensement des enfants* d'âge scolaire sous sa juridiction, afin de s'assurer du pourcentage de fréquentation scolaire. Il amende aussi le chapitre 38, George V, en autorisant le Bureau central à créer un fonds de dotation au bénéfice des instituteurs laïques des deux sexes.

Universités.—Le chapitre 3 autorise le gouvernement provincial à faire don à l'Université Laval et à l'Université McGill d'une somme de \$1,000,000 chacune, qui leur sera remise par versements annuels ne pouvant dépasser \$200,000 à chaque université.

ONTARIO

Loi de l'Instruction publique.—Le chapitre 89 amende la Loi de l'Instruction publique en y ajoutant une clause, donnant pouvoir au ministre de considérer comme *district rural*, au point de vue de la répartition des allocations, les écoles publiques et séparées, soit rurales, soit de village, soit d'une ville dont la population n'atteint pas 1,500 habitants et situé dans l'étendue d'un district judiciaire.

Loi des écoles publiques.—Le chapitre 89 amende également la Loi des écoles publiques de 1920, en autorisant un conseil de canton à séparer de ce canton une portion de son territoire contigu à une cité ou à une ville, pour en former un territoire d'école de canton et de proclamer la suppression des sections originales et la dissolution de la commission scolaire. La Commission du territoire scolaire de canton se composera de cinq membres; elle pourra s'entendre avec une commission urbaine pour l'usage commun des écoles, etc., et lorsque cette entente aura été approuvée, ses habitants seront exemptés de la taxe générale imposée pour la rémunération des instituteurs.

Loi des écoles de continuation.—Le même chapitre 89 modifie aussi la Loi des écoles de continuation, en dispensant de toute contribution les élèves du district, ceux du comté et ceux d'un autre comté qui paie la contribution requise en faveur de l'école de continuation soit d'une ville séparée, soit d'une ville située dans le comté continu. Le conseil d'un comté est tenu de verser à l'école

de continuation une somme égale à l'allocation gouvernementale et, lorsque les dépenses d'entretien de l'une de ces écoles excèdent les allocations et les contributions coutumières, la somme à payer par le comté se calcule ainsi qu'il suit:

(total des dépenses d'entretien + 80/100 total des rachats d'obligations scolaires et intérêts — allocations gouvernementales et contributions des élèves). ×

le total des jours de présence à l'école des élèves du comté
durant les trois dernières années

le total des jours de présence à l'école de tous les élèves
durant les trois mêmes années

1 Lorsque les élèves du comté sont admis à une école de continuation d'une ville séparée ou d'une ville située dans un comté contigu le comté paie alors 80 p.c. du coût de l'éducation de ces élèves, dont le quantum se calcule sur les bases suivantes:

80/000 { (total des dépenses d'entretien + total des rachats d'obligations scolaires et intérêts — allocations gouvernementales et contributions des élèves) ×
le total des jours de présence à l'école des élèves du comté }
le total des jours de présence à l'école de tous les élèves.

Loi des hautes écoles.—Le chapitre 89 amende en même temps la Loi des hautes écoles, en rendant les comtés responsables de la contribution de leurs élèves aux hautes écoles, dans la même mesure que pour les élèves des écoles de continuation; une disposition pourvoit à la nomination de fonctionnaires chargés de recueillir et de répartir les informations concernant les emplois vacants et de conseiller les élèves des hautes écoles sur la carrière à adopter.

Loi de retraite des instituteurs et inspecteurs.—Cette loi se trouve modifiée par le chapitre 89, qui permet de faire des règlements, de manière à réduire le nombre des années de service nécessaires pour participer au fonds de retraite, augmentant le chiffre des contributions et permettant qu'il en soit fait retour en cas de décès d'un participant avant sa retraite.

Loi de la fréquentation scolaire.—Cette loi, elle aussi, se trouve modifiée par le chapitre 89, qui exige la nomination dans chaque municipalité urbaine par les commissaires des écoles publiques et séparées et des hautes écoles, de fonctionnaires spécialement chargés d'assurer l'assiduité des élèves.

Arts et métiers.—Le chapitre 90 régleme le statut des élèves dûment admis dans les écoles suivantes: (1) travaux manuels, (2) science ménagère, (3) arts, (4) haute école technique, (5) haute école d'agriculture, (6) haute école commerciale. Les cours à suivre sont de différente nature, savoir: (a) cours d'ensemble durant tout le jour, (b) cours spéciaux durant tout le jour, (c) cours limité à une partie de journée et (d) cours du soir. Les élèves admissibles à une haute école de jour sont également admissibles à une école des arts et métiers; ceux-ci peuvent entrer dans les hautes écoles techniques ou commerciales et y suivre les cours durant tout le jour; les élèves ayant atteint au moins le quatrième livre sont admis à suivre les cours soit d'ensemble, soit spéciaux, soit restreints, dans une école de travaux manuels, de science ménagère ou d'arts, soit enfin dans une haute école d'agriculture, ou bien les cours spéciaux ou restreints d'une haute école technique ou commerciale. Les ouvriers et les ouvrières travaillant pendant le jour peuvent être admis aux cours du soir de ces écoles, s'ils sont aptes à bénéficier de cet enseignement.

Université McMaster.—Le chapitre 134 supprime la restriction établie par la Loi d'incorporation de l'Université McMaster quant à la valeur des terres lui appartenant et la nécessité de les conserver; toutefois, l'université ne pourra, pour un motif commercial, se livrer à l'achat et à la vente des terres.

MANITOBA

Loi des bibliothèques publiques.—Le chapitre 48 modifie la Loi des bibliothèques publiques, en permettant à un conseil de ville ou de village ou à une municipalité rurale de créer une bibliothèque publique et gratuite sur demande émanant de 25 p.c. de la population.

Loi des écoles publiques.—La Loi des écoles publiques est amendée par le chapitre 49 à différents égards. La date de l'assemblée annuelle est changée; au lieu du premier lundi de décembre elle aura lieu le troisième lundi de juillet. Cet amendement augmente les pouvoirs du conseil d'une municipalité rurale, en lui permettant de former un ou plusieurs nouveaux districts scolaires, au moyen de territoires inorganisés à cet égard. *L'indemnité payée aux parents qui conduisent eux-mêmes leurs enfants à l'école est augmentée*, sa limite étant portée de 15 à 50 centins par jour, pour chaque enfant. Le bureau des syndics est autorisé à surveiller et diriger les *sports et les jeux*, aussi bien pendant la période scolaire que pendant les *vacances*. Cet amendement réduit les allocations aux écoles centralisées des districts scolaires «d'une somme n'excédant pas cinq cent dollars, outre toute autre allocation ayant pour but de couvrir les dépenses initiales résultant de la fusion». Dorénavant, un syndic d'une école centralisée pourra légalement entreprendre dans son propre district le transport des écoliers. La taxe exigée par le conseil de chaque municipalité rurale est portée de \$20 à \$60 par mois, durant la période d'ouverture de l'école et une somme proportionnelle pour chaque district scolaire partiellement inclus. Une école de district employant plus d'un instituteur recevra \$60, au lieu de \$20 pour chaque instituteur. Enfin, une nouvelle disposition légalise la soumission d'un règlement pour la dissolution scolaire municipal.

District scolaire de Brandon.—La Loi scolaire se trouve aussi amendée par l'article 51, lequel dispose que les syndics d'école seront élus par l'électorat tout entier; le nombre des syndics restant de 10, dont 5 se retirent chaque année.

SASKATCHEWAN

Loi de l'Université.—Le chapitre 44 amende la loi de l'Université en ce qui concerne les droits de succession à payer sur les dons et legs qu'elle peut recevoir et aussi quant aux études anatomiques.

Loi de l'enseignement secondaire.—Le chapitre 45 modifie la Loi de l'enseignement secondaire en abrogeant les dispositions relatives aux contributions des élèves des hautes écoles et à l'expulsion des élèves; d'autres articles sont modifiés, notamment ceux qui traitent des contributions de l'enseignement secondaire; enfin, cet amendement accorde l'allocation de \$4 par jour à tout «high school» ou institut collégial, pour chaque instituteur employé, plus une contribution de 15 centins par jour pour chaque élève fréquentant effectivement l'une des classes au delà du degré VIII et non résidant du territoire scolaire.

Loi scolaire.—Cette loi est amendée par le chapitre 46, lequel abroge un article traitant des attributions du directeur de l'enseignement, exige qu'un syndic d'école sache lire et écrire, autorise les syndics à fournir aux écoliers le repas de midi et de payer aux instituteurs malades leur traitement, sous certaines conditions.

Enseignement primaire.—Le chapitre 47 traite de l'enseignement primaire et pourvoit au paiement des allocations suivantes: (1) dans les districts ruraux, \$1.50 par chaque journée scolaire, plus une somme additionnelle de 60 centins pendant la première année d'une école et de 40 centins pendant la seconde année; (2) dans les districts urbains, \$1.50 pour chaque journée scolaire, mais si le district possède entre 6 à 10 classes, le taux de l'allocation sera réduit à \$1.30 par jour; entre 11 et 25 classes, à \$1.10 et au-dessus de 25 classes à 90 centins par jour; (3) dans tout district possédant une école à l'usage exclusif des élèves ayant dépassé le degré VII, \$3 par jour sous certaines conditions; (4) dans chaque district fournissant aux écoliers le repas de midi, 50 p.c. du coût initial de l'installation; enfin, cette loi contient diverses autres dispositions relatives au matériel scientifique, au transport des élèves, aux écoles du soir, à la résidence de l'instituteur et à des subventions spéciales.

Loi des enfants des soldats.—Cette loi est amendée par le chapitre 48, lequel impose certaines obligations de résidence et fait quelques légers changements au système précédemment établi pour assurer l'instruction des enfants des soldats.

ALBERTA

Bibliothèques publiques.—Le loi des bibliothèques publiques est amendée par le chapitre 36; désormais, dans toutes cités ayant au moins 50,000 habitants où il n'existe qu'une bibliothèque, une allocation égale peut être faite en faveur d'une seconde bibliothèque.

Ordonnance sur la taxation en matières scolaires.—Elle est modifiée par le chapitre 42, lequel réglemente la taxation dans les districts d'écoles secondaires centralisées.

Loi des subventions aux écoles.—Le chapitre 42 amende également la loi des subventions aux écoles, en accordant une allocation additionnelle de 50 centins par jour à chaque district ne possédant qu'une école à classe unique, si l'on professe à cette école des sujets au delà du degré VIII. Par contre, l'allocation aux écoles à classes multiples, possédant des élèves ayant dépassé le degré VIII est réduite de \$1 à 50 centins par jour pour chaque classe. L'allocation aux écoles à classe multiples à raison du transport des élèves est limitée à 50 p.c. de la somme versée à l'entrepreneur de ce transport. L'indemnité additionnelle accordée à tout district, ayant dans sa classe la plus élevée une fréquentation moyenne quotidienne d'au moins six élèves dépassant le degré VIII et ne consacrant qu'une seule classe à cet usage, est portée de \$2 à \$2.50 par jour. Au contraire, l'indemnité similaire accordée aux écoles centralisées est réduite de \$3.00 à \$2.50 par jour. Dans la loi originale, chaque district n'ayant pas plus de 10 ou de douze instituteurs ou institutrices recevait une allocation quotidienne de \$2, s'il consacrait une ou plusieurs classes exclusivement à l'enseignement secondaire, ou lorsque le nombre des instituteurs ou institutrices dépassait 12, une somme de \$1.50 par jour, mais à la condition, dans l'un et l'autre cas, que la moyenne de fréquentation de ces élèves ne fut pas inférieure à 15; en outre, si ces districts recevaient gratuitement dans leurs classes des élèves de ces degrés demeurant hors de leur territoire, une somme de \$1.50 par jour leur était versée. Par l'effet de l'amendement de 1921, le nombre de 12 instituteurs est porté à 20, l'indemnité supplémentaire de \$1.50 est portée à \$2, chaque école secondaire centralisée reçoit \$4, si elle justifie d'une moyenne de 15 élèves et accueille gratuitement les non résidents; enfin, une école recevra désormais son allocation régulière, même lorsqu'elle est fermée durant que son instituteur assiste à une exposition de travaux scolaires.

Ecoles secondaires consolidées.—Le chapitre 43 modifie les degrés scolaires, pourvoyant à la fusion d'écoles où l'on enseigne des matières supérieures aux degrés VII et VIII, cette fusion ou centralisation devant prendre le nom de «district d'école secondaire centralisé».

COLOMBIE BRITANNIQUE

Loi des écoles publiques.—Le chapitre 56 de la première session amende la Loi des Écoles publiques en ce qui concerne les hautes écoles et les écoles supérieures. Par la loi originale, le conseil de l'Instruction publique était autorisé à fonder une haute école dans tout district scolaire municipal où il la jugeait nécessaire. Cette école était placée sous le contrôle du bureau local des syndics d'école; toutefois, pour justifier la création d'une haute école, il devait exister au moins 20 élèves admissibles à en suivre les cours. Dans le nouveau texte, le mot «municipal» est omis et les mots «ou dans tout district de haute école» sont ajoutés; la limite de 20 élèves est abaissée à 15; en ce qui concerne les écoles supérieures, la loi originale permettait la création d'écoles supérieures dans les districts de municipalité ou districts scolaires. Les mots «districts de municipalité» sont supprimés dans l'amendement; la phrase «sujets du cours supérieur de l'école publique et les deux premières années du cours de haute école». Le minimum de 10 élèves de haute école est abaissé à 8 et les mots «pourvu qu'il ne puisse y avoir plus de deux écoles supérieures dans un district scolaire quelconque» sont supprimés. Enfin, l'amendement contient aussi des dispositions permettant d'unir deux ou un plus grand nombre de districts scolaires contigus, dans le but de constituer un territoire de haute école, dans lequel une ou plusieurs hautes écoles pourront être créées.

Les syndics sont autorisés à laisser ouvertes certaines classes en juillet et août, à l'usage des élèves qui n'ont pu suivre la totalité du programme de l'année et qui veulent l'achever avant la réouverture de septembre. Des mesures sont prises pour assurer le paiement du loyer de l'instituteur au moyen d'une taxe *ad hoc*. Les commissions scolaires des districts composant un territoire de haute école désigneront deux membres de chaque commission individuelle pour constituer la commission de haute école, lesquels resteront en fonction pendant un an. Un territoire de haute école est assimilé à un district scolaire de cité. Une commission scolaire est autorisée à prendre les dispositions nécessaires pour assurer le transport à l'école des enfants résidant dans un autre district.

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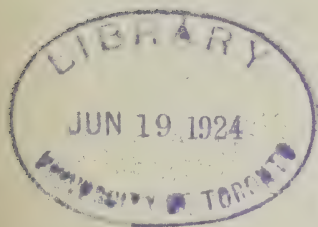
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DOMINION OF CANADA
DOMINION BUREAU OF STATISTICS

ANNUAL REPORT ON EDUCATION
STATISTICS IN CANADA
1922



Published by authority of the Hon. Thos. A. Low, M.P.,
Minister of Trade and Commerce



OTTAWA
F. A. ACLAND
PRINTER TO THE KING'S MOST EXCELLENT MAJESTY
1924



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PREFACE.

In the first Annual Report on Education in Canada issued in 1922, an invitation was afforded for criticisms and suggestions as to means whereby the report might be made more useful to the educational world. The response to this invitation has been most gratifying. Several suggestions were received of a constructive nature, and every effort has been exerted in this second Annual Report on Educational Activities in Canada, covering the year 1922, to meet the demands of educationists as expressed therein.

The present report is in two parts, with introductory notes by way of a glossary of terms and a summary of certain regulations in different provinces. Part I consists of a review of educational activities during the year in each province; a summary of activities for the whole Dominion and of higher institutions, private schools and national movements. To this is appended a summary of educational legislation during the year. Part II consists of statistical tables in fifteen sections. The first four sections show the activities in regular publicly controlled schools; the fifth deals with secondary education; sections Six to Eight deal with special educational organizations; sections Nine and Ten with teachers; section Eleven with the cost of school support; section Twelve with higher education; section Thirteen with private schools; section Fourteen with Indian schools and section Fifteen with libraries. Particular attention is directed to the sections dealing with secondary education and special organizations, such as consolidation and cultural education by way of manual training. Certain tables on higher education, especially on the different types of colleges, are entirely new, and give the statistics of these colleges according to types of institutions—agricultural colleges, etc. These tables, together with the tables on secondary education and technical education, are intended to meet the demand for information on the education of adolescents and adults. The summary of educational activities in all Canada given in Table I shows the number of pupils or students attending practically every type of educational institution in Canada. Another new feature of this report is a table giving the age-grade distribution of almost one million pupils in public and private schools in Canada. These figures, representing nearly every province, should prove of value to those interested in education from a scientific aspect. Marked differences in the attainments of the sexes are noticeable in another table showing the age-grade distribution of about 400,000 boys and an equal number of girls. The historical notes in the reviews on educational activities in the different provinces are inserted at the suggestion of prominent educationists.

Judging from the reviews and statistical tables, the year 1922 has been a remarkably successful year in all the provinces. The enrolment and average daily attendance are by far the best on record. A most encouraging feature is shown in the chart on page 88 which clearly indicates that the progress made in 1922 over previous years is not incidental or due to factors operating temporarily, but to permanent causes which have been in active operation since the beginning of the century, and have been arrested only during the war and subsequent influenza epidemic.

R. H. COATS

Dominion Statistician.

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INTRODUCTORY NOTES---DEFINITION OF TERMS AND SUMMARY OF EDUCATIONAL REGULATIONS.

Definition of Terms.

- Academy.**—In Nova Scotia, a pure high school free to all qualified pupils in the county where situated; in Quebec, a school equipped to teach the work of every grade in the primary schools; that is, to the end of year 8 in the Roman Catholic Schools and year 11 in the Protestant schools. In other provinces, academy generally means a private institution such as a boys' or girls' college, etc.
- Affiliated College.**—An institution doing work of university grade, and in the case of the professional colleges, work leading to a professional degree; the degrees of an affiliated college are conferred by the university to which it is affiliated. In most Canadian affiliated colleges (not professional colleges), work below university grade is also done; that is, the college often carries on the preparation of pupils from the high school entrance year through the high school grades and matriculation work up to the completion of undergraduate work and a degree in Arts or in some other faculty. Commercial work also is sometimes done in these colleges.
- Annexed College.**—In Quebec, a college is said to be annexed when the university merely approves the curriculum and by-laws, is represented at the examinations, and sanctions the diplomas awarded by these colleges.
- Associated College.**—In Quebec, an associated college is an affiliated college situated outside the province.
- Assisted School.**—In British Columbia, a school of which the teacher's salary is paid entirely by the province.
- Business College.**—In Canada the term is generally applied to a private institution teaching any or all forms of commercial work with the literary preparation for that work. These institutions generally confer their own diplomas, while also preparing students for public examinations such as those for the Civil Service, and chartered accountants.
- City School Superintendent.**—An experienced teacher appointed by the school board of a city to take charge of all schools under that board and to act as an expert advisor to the board; he bears the same relation to all the schools as the principal bears to one school.
- Classroom.**—In New Brunswick, a small room attached to the school room to which pupils are withdrawn from time to time to be drilled by the class room assistant; in other provinces, a school room in which the classes are taught.
- Classical College.**—In Quebec this is classed as a secondary institution, but corresponds fairly closely to the affiliated colleges already described. It is not under the control of the Department of Public Instruction.
- Collegiate Department.**—In Manitoba, a school in a town which has three teachers teaching high school work only, in contradistinction to "high school", which has only two such teachers. This "Department" is housed in the same building and under the same principal as the elementary classes. The latter fact distinguishes it from Collegiate Institutes, where only high school and technical classes are housed.
- Collegiate Institute.**—In Ontario, Manitoba and Saskatchewan, a pure high school (sometimes technical school) which has attained to a certain standard in equipment and staff; in other provinces, a "college".
- Commissioners, Board of.**—In Quebec, where the school legislative unit is the municipality instead of the district or section, the regular school board is called the Board of Commissioners, while the dissentient board (in other provinces called the "Separate School Board") whether Roman Catholic or Protestant, is called the board of trustees.
- Commissioners, District.**—The educational unit which is called "school district" in all other provinces except Quebec and Ontario is in Nova Scotia called a school section. All these sections are included in 33 "districts" under district commissioners, with powers now mainly confined to altering the boundaries of school sections. The inspector is *ex officio* the secretary of the district commissioners.
- Commissioners, School.**—In Nova Scotia, the name given to school boards in incorporated towns.
- Consolidation.**—An amalgamation of two or more rural schools, or of rural schools with village or town schools, either for the purpose of uniting to strengthen the means of school support, where the original schools were small or poor, or for the purpose of providing a graded school and other advantages such as conveyance, instead of the original one-room school. In some cases (as in Saskatchewan) it need not be an amalgamation. The original district may be a "large district" with a graded school and provisions for conveyance, etc.
- Day Schools, Public Controlled, Ordinary or General.**—A term used in this report (the word "general" schools is used in Nova Scotia reports) to define all day schools doing the work of the ordinary school grades (kindergarten and grades I to XII) and under the control of the Department of Education, in contradistinction to publicly controlled technical, special and night schools, on the one hand, and private schools on the other; it includes all the publicly controlled primary schools in Quebec and "public", "separate" and "secondary" schools in Ontario, Saskatchewan and other provinces where the terms are used.
- Department of Education.**—**Department of Public Instruction.**—The latter term is used in Quebec, the former term in all other provinces—to define the chief permanent central body in charge of public education; in Quebec the department is not under the direction of the Provincial Government, but linked with it through the Provincial Secretary; in the other provinces it is directly under the provincial government.
- District, School.**—In all provinces except Nova Scotia, Quebec and Ontario, the smallest legislative school unit locally governed by a board of school trustees (called "section" in Nova Scotia and Ontario); in Nova Scotia, see District Commissioners above; in Ontario it refers to a high school district; in Quebec it is a subdivision of the school municipality.
- District, municipal.**—See Commissioners, district.
- District, minor.**—Formerly used in Prince Edward Island to define a school district of which the school enrolment and average attendance fell short of the minimum requirements.
- District, poor.**—In New Brunswick, a school district needing a special government grant for its support.
- Division, Inspectorial.**—In Nova Scotia, used for "inspectorate".
- Division, School.**—In British Columbia, a department or classroom in a school.
- Elementary grades.**—In Quebec, the first four "years" in the case of Roman Catholic, and seven "years" in the case of Protestant, primary schools; in all other provinces, the grades up to and including Grade VIII, except in the case of Junior High Schools, where Grades VII and VIII are considered Junior High School grades.

Definition of Terms—Concluded

Elementary School.—A school equipped and staffed to teach the work of elementary grades.

First Class School.—Formerly in Prince Edward Island, a graded school equipped and staffed to teach high school as well as elementary school grades, and maintaining a certain standard of efficiency.

General School.—See Day Schools, etc.

Grades, School.—The subdivisions of the work of ordinary day schools. The elementary "grades" being in most provinces Grades I to VIII and the secondary, Grades, IX to XII.

Graded School.—A school with more than one class room or teacher.

High School.—Generally a school with at least one teacher devoting most of his or her time to work above Grade VIII; a "pure" high school is an institution where no other work is done below Grade IX (or Grade VIII with high school subjects such as Algebra and Latin). From the point of view of organization and administration, not of function, "high school" has not the same significance in every province. See under "secondary education" in the reviews on each province. In Saskatchewan a school organized for Secondary Education only, by a district coinciding with the municipal limits of a town or city.

Independent School.—In Quebec, a school not directly under the control of the Department of Public Instruction. The primary Independent Schools like the publicly controlled schools are classified as elementary, model and academies.

Inspector.—In all provinces except Quebec and Ontario, an officer appointed by the Provincial Governments to inspect schools in a defined area; in Ontario the county or city inspectors are appointed from among persons holding inspectors' certificates and paid half their salary by the councils, the other half by the Government. The inspectors in unorganized areas, also secondary school and chief inspectors, are appointed and paid by the province; in Quebec, inspectors are appointed and paid by the Department of Public Instruction.

Intermediate Grade.—In British Columbia, the Third Reader (or Grades V and VI) of the elementary grades; also the third year of the high school grades.

Intermediate School.—In Manitoba, a graded school with one teacher employed for high school work.

Kindergarten Primary.—In Ontario, a school or room combining the work of the kindergarten and of Grade I.

Model School.—In Quebec, formerly a school equipped and staffed to teach work up to the end of the 6th year in Roman Catholic schools, and the 9th year in Protestant schools; in Ontario, it is used in two different senses: (1) a training school for 3rd class teachers; (2) a school in connection with a normal school for practice teaching; in all other provinces, it has the last mentioned significance.

Official Trustee.—A trustee specially appointed to deal with unusual problems in a school district or section, or to take the place of the regular board where the latter refuses or fails to carry out the provisions of the Education Act.

Primary School.—In Quebec, the name given to the ordinary day schools under the Department of Public Instruction (also to certain independent schools); it is used in contradistinction to secondary schools, special schools and superior schools (schools of university grade), but secondary schools have not the same significance here as in other provinces, and the primary schools correspond to the general schools of other provinces.

Public Schools.—In Ontario, elementary publicly controlled schools, as distinguished from elementary denominational or coloured separate schools, which are also publicly controlled.

Rural Municipal Schools.—In British Columbia, schools, whether consolidated or not, which are united under single rural municipality boards instead of individual boards of trustees; this is the regular system in Quebec. Manitoba also has a number of Rural Municipal schools.

Secondary Grades.—School grades in advance of grade VIII, usually grades IX to XII.

Secondary Schools.—In most provinces, schools organized to teach work of secondary grades; in Quebec Roman Catholic education, the term is confined to such institutions as the Classical colleges.

Section, School.—A term used in Nova Scotia and Ontario with the same meaning as school district defined above.

Section, Poor.—A term used in Nova Scotia with the same meaning as poor district defined above.

Separate Schools.—Used in Ontario, Saskatchewan and Alberta to describe denominational (sometimes coloured) dissentient schools under public control; in Quebec, they are called trustee schools as distinguished from Commissioner or majority schools, the latter being either Roman Catholic or Protestant according as either forms the majority in the community.

School.—In Nova Scotia, New Brunswick and Saskatchewan, a school room in charge of a teacher; in other provinces the whole school institution (house and grounds).

Special Schools.—Schools under university grade other than the general schools, such as night schools, technical schools, schools for the blind, etc.

Superior School.—In Quebec, a school of university grade; in New Brunswick, a school equipped and staffed to teach high school work and free to all children of school age in a parish¹; in British Columbia, a school equipped and staffed to teach the upper elementary and two high school grades.

Technical School.—A school equipped and staffed to teach vocational work, or prevocational work such as manual training.

Ages of Free Admission into Schools.

(1) *Prince Edward Island.*—Resident children from the 6th to the 16th year of their age; older children if there is accommodation.

(2) *Nova Scotia.*—Trustees must provide accommodation for all residents over 5 years of age who wish to attend.

(3) *New Brunswick.*—Trustees must provide accommodation for residents between 6 and 20; others may attend if there is accommodation.

(4) *Quebec.*—Usually 7 to 16 in elementary schools, but there is nearly always a fee charged and children 7 to 14 have to pay this fee whether they attend school or not.

(5) *Ontario.*—The public schools are free to all residents (except separate school supporters) between the ages of 5 and 21; the separate schools are free to separate school supporters.

(6) *Manitoba.*—Accommodation must be provided for all residents between the ages of 5 and 21 in rural communities, and 6 and 21 in urban.

(7) *Saskatchewan.*—In rural and village districts, between 5 and 21; in towns and cities, between 6 and 21.

(8) *Alberta.*—Children are admitted to Alberta schools as soon as they have attained the age of six.

(9) *British Columbia.*—Accommodation must be provided between the ages of 5 and 16 years.

¹ The High School which is free to all qualified pupils in the county is in New Brunswick called a Grammar School.

Ages of compulsory Attendance.

(1) *Prince Edward Island*.—Ages 7 to 13, inclusive; monthly attendance must be sixty per cent of the days schools are in operation.

(2) *Nova Scotia*.—Ages 7 to 14 in rural schools; ages 6 to 16 in towns and cities. Within the age limits, children in town and country schools must attend regularly; must be reported for discipline when 5 days absent; and parents and guardians in addition to fines may have 2 cents a day added to their taxes for each absence to compensate the section for the loss of the "attendance" portion of the Municipal school fund.

(3) *New Brunswick* (on resolution of trustees, but the question must be brought up at every annual meeting until adopted).—Ages 7 to 12 or grade VII standing; in St. John, Chatham and Newcastle, 6 to 14; period eighty full days. Employment of children under 16 may be forbidden by board.

(4) *Quebec*.—No compulsory regulations.

(5) *Ontario*.—

(a) Children 8 to 14 must attend full time; children from 5 to 8, if enrolled must attend full time to the end of the school term for which they are enrolled.

(b) Adolescents 14 to 16 who have not attained a university matriculation standing must attend full time; those exempted on the pleas of circumstances compelling them to go to work must attend part time for 400 hours a year in municipalities where part-time courses are provided. This provision came into force in September, 1921. In September, 1922, urban municipalities with a population of 5,000 and over were to be required to provide part-time courses.

(c) Adolescents 16 to 18 who did not attend full time to sixteen and have not attained a university matriculation standing must attend 320 hours a year. This provision was to come into effect in September, 1923.

Manitoba.—All children between 7 and 14 who have not attained entrance to high school must attend full time. Any pupil over 14 if enrolled must attend regularly. A child over 12 may be exempted for employment, but only six weeks in the term. Employment under 14 (except as mentioned) is forbidden. The board of any district having an attendance officer may compel children to attend up to the age of 15.

Saskatchewan.—All children 7 to 15 who have not passed grade VIII standing must attend full time. Employment of children under 15 forbidden. Deaf mutes between the ages of 8 and 15 must attend an institution seven months in each year.

Alberta.—All children 7 to 15 must attend full time.

British Columbia.—All children between 7 and 14 inclusive must attend full time during the school year.

School Year and Vacations.

Prince Edward Island.—July 1 to June 30; for financial purposes in Charlottetown and Summerside, calendar year. In Charlottetown and Summerside (and in other incorporated towns if desired) there are vacations of eight weeks in summer and one week in December; elsewhere there is a summer vacation of six weeks beginning July 1, a fall vacation of two weeks in October, and a winter vacation of one week in December; or, at the option of the District, there may be three weeks in May, three weeks in October and one week in either July or December.

Nova Scotia.—August 1 to July 31. There is a summer vacation of about eight weeks in July and August (but, with the consent of the inspector, trustees may fix these for January and February) and two weeks beginning Saturday before Christmas.

New Brunswick.—July 1 to June 30 with a summer vacation of 8 weeks commencing July 1, and a winter vacation of two weeks commencing on the Saturday before Christmas.

Quebec.—July 1 to June 30. The Roman Catholic Committee regulations require schools closed, each year, from the 1st of July to the first Monday in September; the Protestant Committee regulations, from the 1st of July to the 15th of August, but in practice schools may open in September.

Ontario.—In public and separate schools the school year consists of two terms:—September 1 to December 22 and January 3 to June 29; in secondary schools the school year is the same except that schools open on the first Tuesday in September. In addition to the interval between these terms there is a vacation of one week following Easter. Statistics of the public and separate schools which are shown in this report, however, are for the two terms which make up the calendar year; while those for secondary schools, normal schools, technical schools, etc., are given for the year beginning in September.

Manitoba.—July 1 to June 30 with the following vacations:—

(a) Easter—the full week beginning with Easter Sunday.

(b) Midsummer—from the first day of July to the third Monday in August, both days inclusive, or by a special resolution of the board, to the first day of September.

(c) Christmas, from the twenty-fourth day of December to the second day of January, both days inclusive.

Saskatchewan.—For finances, calendar year; for statistics, July 1 to June 30. (Up to 1920, however, statistics have been given for the calendar year).

The vacations are as follows:—

In rural and village districts at least seven weeks in the year, of which one to six weeks must be in summer. The summer vacation comes between July 1 and October 1, and the winter between December 23 and February 15. In towns and cities at least seven weeks, six weeks commencing July 2, and nine days commencing December 23. In schools open throughout the year, the week beginning with Easter Day is a vacation.

Alberta.—(1) For finances, calendar year. (2) For statistics, academic year, that is, from July 1 to June 30. (Up to the year 1920, however, statistics have been given for the calendar year.)

The vacations are: In rural districts, seven to ten weeks; summer between June 15 and September 1; December 24 to January 2. In towns and cities, eight to twelve weeks.

British Columbia.—July 1 to June 30. The vacations are: summer, last Friday in June up to the Tuesday immediately following Labour Day; winter, two weeks preceding first Monday in January. Easter four days following Easter Monday.

PART 1.—REVIEW OF EDUCATIONAL ACTIVITIES IN CANADA DURING THE YEAR 1922.

CHAP. I.—SUMMARY FOR DOMINION.

(1) SCHOOL—ACCOMMODATION AND PERSONNEL.

Canada has over 2,100,000 persons, or nearly one-fourth of its population, at school. Of these, about 100,000 children are in private schools, of whom 55,000 are in schools subsidized but not controlled by the state; over 60,000 are registered at colleges and universities; 13,000 attend Indian schools, which are supported partly by religious denominations and partly by the Dominion Government; 9,000 attend institutions for teacher-training; 1,600 attend schools for the blind and deaf; 80,000 attend schools or classes of a vocational nature under state control; while 1,860,000 attend ordinary day schools under state control.

Of the 1,860,000 attending state controlled day schools, and 55,000 attending partly subsidized private schools, about 590,000 are in the largest 62 cities and towns; 555,000 are in other graded schools, of whom about 114,000 are attending rural graded or consolidated schools; while approximately 770,000, or about 40 per cent of the whole, are attending ungraded one room schools, nearly all of which are rural.

These 1,900,000 in publicly controlled and subsidized independent schools are accommodated in approximately 51,000 class-rooms staffed at one time or other throughout the year by 60,000 teachers of whom the males and the females are in the proportion of one to five. As (with the exception of a few teachers not in charge of class-rooms) the 51,000 classrooms represent the number of teachers teaching at one time, there must have been about 10,000 changes in staffs during the year. It should also be mentioned that the number of pupils is somewhat over-represented, owing to the fact that some children changed their place of residence and were enrolled in more than one school during the year. The error from this source is, no doubt, greatest in the newer and more rapidly growing provinces, and, is probably very small in provinces with a more stationary population.

On an average, the 1,900,000 are accommodated 37 in a classroom; but, in view of the existence of a large number of small one-room schools in depopulated or new rural communities with from 3 to 15 in a classroom, it is quite safe to say that the median number of children per classroom is over 40, and that, within certain limits, there is a tendency for this median number to increase with urban population, so that the median for graded classrooms is about 45; also that classes accommodating the earlier elementary grades and young children are larger than those accommodating the later grades and older children.

The 1,900,000 children attend school on an average somewhat less than 140 days in the school year of about 200 days. Perhaps a better way of representing attendance is to state that about half attend less than 135 to 140 days, and half more than this period, while about one-sixth attend less than three months. Some of these, no doubt, are registered more than once.

(2) PROGRESS DURING THE YEAR.

Practically every feature of school work which lends itself to statistical description has shown an improvement during the year 1922 over previous years. A small number of historical tables are inserted in this report to illustrate the trend of educational movements. Among these may be mentioned tables of school enrolment and average daily attendance from the earliest recorded period to the present on pages 84 and 87; tables of receipts and expenditure on pages 137 to 141; a table showing the comparative number of boys and girls in secondary grades on page 112; and tables showing the sources from which secondary pupils have been drawn and their probable destination in one province on page 111. A study of these tables warrants the conclusion that either the desire for education is becoming stronger from year to year as indicated by the fact that the numbers enrolled are increasing much faster than the population, or else that the means of placing schools within the reach of all parts of the community are becoming more and more adequate, or that the machinery for guarding the interests of the child is becoming more and more powerful. It is probable, rather, that the increase is due to all three causes. The same may be said of a still more important feature of school work—perhaps the most important of all—regularity of attendance. The table of average daily attendance is not a very good measure of regularity, as it gives the same weight to schools which were open only a short time during the year as to schools open the full year; moreover, average figures are often misleading. However, these figures of average daily attendance are the only figures available to show the trend of regularity at school in all provinces and they are much better than none at all. More definite figures for some provinces given in tables 5 to 8 help to interpret this table of average attendance and to prove that the improvement in the average is a real improvement.

NOTE.—As a matter of fact the increase shown in average daily attendance understates the real increase for two reasons: more schools are open full time during recent years than in former years, so that average daily attendance on the basis of the time the schools were open means more now than formerly; it is also true that a very small percentage of increase in the average daily attendance is significant, inasmuch as it really means not that the whole body of the pupils are attending just a little better than formerly, but that the portion of the pupils who used to attend for an entirely inadequate period are showing an appreciable diminution. To cite an example, the average attendance of one province in 1904 was 55.8 per cent of the enrolment, and in 1922 it was 69.5 per cent. This improvement of 14 per cent in 18 years is very considerable, but that it is an understatement may be seen as follows: in 1904, over 42 per cent of the pupils attended less than 100 days—an inadequate period—while only 34 per cent attended 150 days or over, or what might be considered an adequate period. In 1922, about 25 per cent attended less than 100 days, while over 55 per cent attended more than 150 days.

The chart on page 88 shows how enrolment and average attendance have been converging from year to year since the beginning of the century, excepting of course during the war years. This convergence represents an elimination of waste from a financial point of view, and much more from the point of view of the child's interests. There is no doubt that progress at school is directly proportional to regularity of attendance. It is also often true that the delinquent child is generally found in the ranks of those out of school.

The chart on page 88 also shows the expenditure by governments as compared with that by ratepayers. The divergence in this case; that is, the gain in the contributions of ratepayers, should represent increasing interest in education on the part of the general public.

Table 61 shows that the disparity between the numbers of boys and girls in secondary grades is probably only a temporary phase. One of the striking features of the school year 1921-22 is the evidence of return of older boys to school. That neither this, nor the already mentioned feature of regularity of attendance and expenditure is incidental to 1922, but a permanent trend, may be seen in the consistent progress from year to year, except when this progress is interrupted by easily explainable causes.

Table 59 showing the sources from which secondary schools draw their pupils in one province is particularly interesting in view of the increasing number of secondary pupils drawn from the ranks of labour. Generally, the increases in the enrolment in secondary and higher grades are much more marked than increases in the lower grades; and there is a general levelling up of the enrolment from grade to grade in the elementary schools. This might not mean much if the population were stationary, and if there were no evidence of the schools recruiting an increasing number of beginners. The fact that Grade I, for example, was bearing a decreasing ratio to Grade VIII from year to year might mean no real improvement. It might mean that Grade I and the other lower grades were receiving few new pupils while the higher grades were being increased by recruits from those who had to stay a year or two out of school owing to war and other conditions, or they might be merely repeaters in Grade VIII owing to an unusually difficult examination the previous summer, or they might mean an unusually large promotion from Grade VII within the year, or they might be a duplication of enrolment because of Grade VIII pupils who were enrolled in rural schools during one part of the year and finished up the year in graded schools in urban centres. The first possibility is eliminated by the fact that the general enrolment is increasing rapidly and by the fact that in the case of provinces giving data on beginners from year to year, it is found that the number of beginners are increasing rapidly. In Nova Scotia, for example, the following facts were noticeable during the year 1921-22: 1. The number of beginners in Grade I showed a considerable increase over the previous year; 2, the number of repeaters in Grade I showed a considerable decrease; 3, the numbers in the higher grades showed a large increase; 4, the total enrolment was increased by 5,000, or nearly 5 per cent. The increased ratio of the higher to the lower grades must, therefore, be considered as a decided improvement. On the other hand, the general levelling up from grade to grade practically eliminates the probability that the increased ratio is due to repetition in any one grade.

Perhaps the greatest evidence of progress is one which does not lend itself as yet to statistical expression. The large enrolment in schools for teacher training and in summer schools for teachers shows that the necessity for employing unqualified teachers has practically disappeared. The folder on page 128, showing the requirements for teachers' diplomas, indicates the tendency to raise the academic requirement for the lowest class of certificate to Grade XI or university matriculation standing. There is also a tendency towards lengthening the period of professional training. This professional training is being adapted to meet the requirements of the comparatively recent activities along the line of school hygiene, manual training, domestic science, special classes, vocational education, etc.

(3) SPECIAL FEATURES.

Among the school problems which are being at present strenuously attacked are the various phases of retardation; the problems of school hygiene from its physical, mental and moral aspects; and rural school organization. A description of the activities of each province to meet these problems is given with a historical background in the reviews of educational activities in each province. Statistical material relative to school hygiene, including the work of medical inspection, special classes and playgrounds is given in tables 72 to 78 also in a summary of the activities of the Canadian Committee on Mental Hygiene on page 56. Material relative to rural school organization, including consolidation, is given in tables 66 to 67. A study of retardation can be made from the tables of Age, Grade and Sex, pages 89 to 107. Particular attention is drawn to table 13 which gives the age-grade, distribution of nearly a million public and private school children representing about one-half of the enrolment in ordinary schools in Canada, also to the separate tables for about 400,000 of each sex on page 103. These tables are in a sense the most important of all the statistical tables in the report, as they are the first almost nation wide survey of the standing of pupils at the different ages. The ages in this table are equated as much as possible, due consideration being given to the date of collecting the data, so that the differences in ages as between provinces are not materially greater than they are as between different parts of the same province. The distribution at a certain age in one province does not show as great a

difference from that at the same age in another province as the distribution of cities in a province from that of rural schools in the same province; so that making an aggregate for Canada is not summing up incomparable data. The large numbers involved, on the other hand, make it possible to investigate how far the distribution conforms to certain laws. The extent to which variability in the mentality of children causes the wide distribution at a certain age, can be estimated only after certain other factors are known, the most important of which are regularity of attendance and age at beginning school. The first of these factors is shown in tables 5 to 8 giving the number of days attended during each year in as many provinces as have given the data. The ages at which pupils begin school, as ascertained from a study of over 50,000 beginners, are as follows. (One-half of the children at six are taken as being $6\frac{1}{2}$ years or 7 at the nearest birthday; $6\frac{1}{2}$ and 7 are taken as the normal ages.)¹

Per cent of the total beginners who commence school under $6\frac{1}{2}$ years of age.....	28.0
Per cent of the total beginners who commence school at $6\frac{1}{2}$ years and 7 years of age (17 per cent of the total are $6\frac{1}{2}$ years).....	52.0
Per cent of the total beginners who commence school at 8 years of age.....	12.0
Per cent of the total beginners who commence school at 9 years of age.....	4.5
Per cent of the total beginners who commence school at 10 years of age.....	1.7
Per cent of the total beginners who commence school at 11 years of age.....	0.9
Per cent of the total beginners who commence school at 12 years of age.....	0.4
Per cent of the total beginners who commence school at 13 years of age and over.....	0.5

Taking the pupils in the table on page 92 it is noticeable that out of 61,802 at the age of six and under, 60,430, or about 98 per cent, are in Grade I or Kindergarten, and that up to and including the age of 7 years, out of the 151,523 pupils, only 15,431 or 10 per cent, have passed beyond Grade I, although 61,802 are attending at the ages of 6 and under of which about 26,000 are $6\frac{1}{2}$ or 7 at the nearest birthday. Since 28 p.c. begin school under the age of $6\frac{1}{2}$, and 14 per cent begin at the age of $6\frac{1}{2}$, while 35 per cent begin at the age of 7, then at the age of 7 in the table (which should be considered as equivalent to $7\frac{1}{2}$) the upper grades should bear to Grade I as great a proportion as 45 to 35, that is, Grade I should have less than 44 p.c. of the pupils at the age of "7." As a matter of fact it has 83 p.c. at this age, and the upper grades have no more than could have been there if no pupils had entered school before the age of $6\frac{1}{2}$ years or 7 at the nearest birthday. It is difficult to believe, then, that any time is gained by pupils who enter Grade I at an earlier age, except in a few cases. Now the 35,000 attending below the age of $6\frac{1}{2}$ years form almost 4 per cent of the total enrolment. As there are about 51,000 classrooms in ordinary school rooms in Canada, they occupy 2,080 classrooms on an average, at a cost of about 4 per cent of the total expenditure or about \$4,000,000.

Taking the ages of 7 to 13 years, the median grades are as follows.—

Age	Grade	Age	Grade
7.....	1.58	11.....	4.74
8.....	2.17	12.....	5.60
9.....	2.87	13.....	6.53
10.....	3.89		

Taking the nearest whole grade to this median grade in each case as the average grade at each age, the following deductions are worthy of notice:—

Number retarded	Number accelerated
1 year—150,140 or 23.8 per cent of the total	122,534 or 19.4 per cent of the total
2 years—62,596 or 9.9 per cent of the total	41,206 or 6.5 per cent of the total
3 years or more—26,072 or 4.1 per cent of the total	14,551 or 2.3 per cent of the total
Total—238,808 or 37.8 per cent of the total	178,291 or 28.2 per cent of the total

It is extremely doubtful that those retarded three years or more can be connected with those who are three years or more late in entering school, or that those accelerated three years or more, with the pupils who are very young on entering school. It is noticeable that retardations exceed the accelerations by about 10 per cent of the total or 34 per cent of the accelerations, and that those retarded three years or more are almost twice as many as those accelerated three years or more. This is probably not so much due to the fact that there are more pupils below than above average intelligence, as to the fact that those above average intelligence are the greatest sufferers from any adverse conditions.

¹ There is a remarkable uniformity in the ages at beginning school as between provinces and as between different years in the same province. For example, a computation made one year ago from which data of one province were missing, arrived at almost exactly the same results. This would mean that roughly 30 per cent of the children enter school under $6\frac{1}{2}$ years of age; 60 per cent enter at $6\frac{1}{2}$ and 7 years, 12 per cent enter at 8; 4 per cent enter at 9, and 4 per cent at 10 or over.

CHAP. II.—REVIEW OF PROVINCIAL EDUCATIONAL ACTIVITIES.

PRINCE EDWARD ISLAND.

Summary of all Institutions.—During the year 1922, the number of pupils and students in all educational institutions in Prince Edward Island was 19,678. These were distributed as follows: 18,323 in 473 elementary and secondary schools; 341 in Prince of Wales College; 166 in agricultural and technical institutions; 230 in universities; 2 in the school for the blind at Halifax; 6 in the school for the deaf at Halifax; 75 reported in private business colleges; 497 reported in private elementary and secondary schools; and 38 in Indian schools. Mention should be made here of the fact that there were 259 residents of Prince Edward Island in Canadian universities and colleges outside the province. This would bring the total for Prince Edward Island up to 19,937. The corresponding figure for last year was 18,439.

Publicly Controlled Elementary and Secondary Schools.—The 18,664—9,400 boys and 9,264 girls—enrolled in publicly controlled elementary and secondary schools were accommodated as follows: 11,753—5,952 boys and 5,801 girls—in 415 primary schools, which in this province mean ungraded one-room schools; 6,570 in graded schools, that is, schools of two or more departments, and 341 in Prince of Wales College, the regular secondary institution of the province, and also the normal school.

Average Attendance.—The average daily attendance in the elementary and secondary schools outside of Prince of Wales College was 12,338, or 67.4 per cent of the enrolment; this average was distributed as follows: 7,426 or 63.29 per cent of their enrolment in primary schools; 1,653 or 69.2 per cent of their enrolment in elementary graded schools; and 3,259 or 78 per cent of their enrolment in first-class schools. The corresponding percentages last year were 65.3 in all schools; 62.1 in primary schools; 67.6 in graded schools and 73.0 in first-class schools.

It will be seen from table 4 on page 84 that the enrolment in ordinary schools in 1922 was the largest since 1914; or if we except that year, the highest since 1907, while the percentage in daily attendance was by far the highest on the record of the province, showing an increase over the record year of 1921 of over 3 per cent. The greatest improvement was shown by first-class schools; but it is noticeable that the primary, that is the one-room rural schools, showed a substantial increase. The table on page 87 will show the course of progress since 1886.

In the public schools Act of 1877a compulsory attendance section required children between 8 and 13 years of age to attend at least 12 weeks during the year, 6 of which were to be consecutive; further, if any school district did not show an average attendance of 50 per cent of the children of school age resident, there was to be deducted from the grant for the teacher's salary an amount proportional to the default in attendance. The trustees might collect this amount from those responsible for the absentee children. In 1921 the provincial legislature amended the Act so that if a school district does not show a daily average attendance of 60 per cent of the population of school age (6 to 15 inclusive) the deduction is made as above. Another amendment in 1921 requires children between 7 and 13 years of age, unless especially exempted, to attend every month for 60 per cent of the time schools are open.

Grade, Age, etc.—The pupils in the ordinary day schools during the year were graded as follows: Form I, 5,417; Form II, 4,749; Form III, 4,433; Form IV, 3,557. It is impossible to state from the statistics given how many of these pupils are in high school grade, but they would amount to probably half of Form IV. In Prince of Wales College, the secondary institution proper of the province, the 341 students might be considered all secondary students except those in the 3rd year who are admitted by universities to the third year in Arts if they have obtained a high standing from the college.

During the year 1921-22 a new edition of the course of studies was issued. In the course of studies the work of the schools is arranged in ten grades—eight primary and two secondary. The statistics based on this grading will be of great interest, and it is hoped that they will be shown in the reports of the Department in the near future.

Public school certificate examinations were instituted in 1920. They are intended to test the proficiency of the pupils in the first eight grades.

Teachers.—The number of teachers in 1922 was 611, 122 male and 489 female. Of these, 415 were in ungraded and 196 in graded schools. The average salaries were \$533; an increase of \$7 over the previous year.

Teachers in Training.—The teachers in training in Prince Edward Island are in attendance at Prince of Wales College, and take the professional work at the same time as the academic work. Every first year student is required to take pedagogical as well as academic work.

At the instigation of the teachers' convention, the annual meeting of Prince Edward Island Teachers' Union and of a conference of trustees, clergymen and others, was founded a new organization known as the Prince Edward Island Educational Association.

Rural Schools.—It has been seen that the number of pupils in one-room schools in 1922 was 11,753, and that these were accommodated in 415 schools; that the average attendance in these was 7,426 or 63.8 per cent of the enrolment as against 74.7 per cent in graded schools. The rural one-room schools which have an average attendance of less than 15 numbered 148 or more than 35 per cent of the total; of these 60 had an average attendance of 10 or less. On pages XXIII to XXVII of his report for 1922, the chief superintendent shows very fully the situation of the rural school problem and makes very practical suggestions as to its solution. One suggestion is to re-divide the province into a small number of large sections.

Agricultural and Technical Education.—These two activities are under one organization, both coming within the scope of the Dominion Technical Education Act of 1919. The institution is called the Prince Edward Island Agricultural and Technical School, and is now in its third year. It is under the administration of the Department of Agriculture, but subject to inspection by the Chief Superintendent of Education, who also acts with the Commissioner of Agriculture in an advisory capacity touching matters relating to the school. During the year it had 65 in the day classes and 107 in the night classes as against 55 and 72 respectively during the previous year. Students who successfully complete the two years' course are now admitted to the second year at the Nova Scotia Provincial Agricultural College at Truro.

The school fair is now a well established event in the province; forty-eight fairs having been held during the autumn of 1922. Participating in these were 255 schools and about 4,876 pupils, the number of exhibits being about 17,074. Women's Institutes are a valuable educational organization in the province. At the close of the year there were 61 of these with a membership of 1,400.

Medical Inspection.—Medical inspection was introduced into the schools of Prince Edward Island in 1921, when 20 schools with 2,418 pupils were inspected by the Red Cross nurses and local medical men. The work was carried on energetically in 1921-22 when 119 schools in country districts were examined. As many as 3,515 pupils were medically examined, weighed and measured. In every case explanatory slips were sent to the parents stating whether defects found in the children were slight and could be corrected by home treatment, or whether the family doctor should be seen. The trustees and parents were invited to come to the school to see the inspection carried on and to hear talks to the children on good health habits. The follow up work has been most satisfactory. In many cases where children needed to be operated on and the parents were unable to pay, satisfactory arrangements have been made with the hospital or with local doctors.

Higher Education.—Prince of Wales College which, especially in its third year, does work of university grade, showed in 1922 the largest enrolment in its history. St. Dunstan's university had a registration of 230 students.

School Support.—The expenditure during the year was \$428,869 as against \$396,778 in 1921. Of this \$157,766 was contributed by the districts and \$271,103, by the Government. The cost per pupil enrolled was \$21.21 as against \$20.80 in 1921, and per pupil in average attendance \$31.49 as against \$31.82 in 1921. In addition to the foregoing, the sum of \$17,673 was expended in the operation of the Prince Edward Island Agricultural and Technical School at Charlottetown.

NOVA SCOTIA.

Summary of All Institutions.—During the school year 1921-22, Nova Scotia had in all her institutions an aggregate enrolment of 127,517. This enrolment included 114,229 in general schools; 352 in the normal college; 738 in inspectorial teacher-training institutes; 7,086 in agricultural, commercial and other special schools, including all night schools, but not including university and college work; 372 in preparatory classes in universities and colleges; 490 in short courses, special, and correspondence courses, at universities and colleges; 292 in regular courses at colleges; 1,293 in regular courses at universities; 1,390 in private elementary and secondary schools; 698 in business colleges (private); 127 in the school for the deaf; 174 in the school for the blind;¹ and 276 in Indian schools.

General Schools—Enrolment.—Of the enrolment of 114,229 in ordinary day schools (Grades I to XII)—by far the highest in the province's record—72,091 were in 1,551 graded schools (classrooms) and 42,200 were in 1,458 one-room schools, nearly all of which were rural. Of the latter, about 6,000 were enrolled in 447 small schools with less than 20 pupils; about 21,000 in 716 classrooms with from 20 to 39 pupils; and the remaining 15,000 in 253 classrooms with over 40 pupils. Thus the average number of pupils to a class room in rural schools was 29 pupils and in graded schools 46 pupils.

Average Daily Attendance.—The average daily attendance of 79,410, or 69.5 per cent of the enrolment, was by far the highest on record, exceeding the previous year's by 6,171. The total days' attendance of the 114,229 pupils was 15,795,061, which shows that the pupils on an average attended 139 days. Of the total enrolment 4,472 attended less than 20 days; 9,343, from 20 to 49 days (that is, 12.1 per cent attended less than 50 days); 14,642 or 12.8 per cent attended from 50 to 99 days; 22,862, or 20 per cent, attended between 100 and 149 days; 58,212, or 51 per cent, attended between 150 and 199 days; and 4,698 or 4.1 per cent attended 200 days and over.

It is worth noting here that the increase over the year 1921 is more significant than it appears by a mere inspection of the comparative percentage of the enrolment in average attendance during the year—69.8 in 1922 as against 66.9 in 1921.

The increase really consisted of a substantial diminution by 81 per thousand in the case of pupils attending less than 100 days (or about 5 months), and an increase of 111 per thousand in the case of those attending more than 150 days. In other words, the number attending during a period that means next to nothing, is being substantially reduced, while that attending an effective period is being substantially increased. That this increase is not purely a seasonal or accidental one but a position in an upward trend will appear later, especially in the tables showing average attendance since confederation. Regularity in attendance is probably the

¹Including pupils from Prince Edward Island, New Brunswick and Newfoundland—See page 120.

most important factor in determining progress; and the position of 1922 in this respect is particularly gratifying. Considering it from a financial point of view, it will be seen that although the expenditure on education in 1922 was \$204,024 over that of the year before (which in turn was the highest in record), the cost per pupil in average daily attendance was reduced by \$1.16 (from \$47.04 to \$45.92). The average daily attendance during the year being 70,410, it would mean that the previous year's per capita cost (\$47.04) would in 1922 have made the total expenditure \$92,126 more than it actually was; so that this amount was virtually saved by regularity of attendance.

The increase in attendance, which had proceeded with special rapidity since 1904 (save for two short setbacks in 1907 and 1911) until 1915, was seriously affected by the war which, with the influenza epidemic in 1919, set it back almost to where it was in 1910. It has since been increasing with a rapidity unparalleled by any other feature of the educational system of the province save perhaps the number of pupils (and especially of boys) in secondary grades. An analysis of this average attendance shows that the increase is more important than it appears even at first sight. For this purpose it will be useful to study table 5 showing the day periods attended.

Grade, and age distribution.—Although there was an increase of enrolment of nearly 5,000 pupils in ordinary day schools under public control, and although there were nearly 1,700 more beginners (see tables 11 and 15) than in 1921, yet there was a decrease of 3,031 in Grade I; that is in the repeaters in Grade I. It is not unreasonable to connect this decrease in repeaters in Grade I partly with the marked decrease in the number of pupils attending less than 100 days, and the still more marked increase in the number attending more than 150 days. To this decrease the boys contributed 1,787 and the girls 1,244. A study of the total increase of 4,746 in all grades reveals the facts: (1) that after deduction of the 3,031 repeaters in Grade I (which was a distinct gain,) the real increase in all other grades was 7,777. To this increase the boys contributed 4,460 and the girls 3,317, but the boys above Grade IV contributed 1,807 or about one fourth of the total increase, while the girls contributed 992; the boys in Grades VII to XII contributed 1,422 as against 844 contributed by the girls; and the boys beginning Grade I contributed about 1,000 as against 900 by the girls. This shows a decided increase, especially on the part of the boys, in all the features showing improvement, and a decrease in the features showing the contrary. Particular attention is called to the increases in the case of the boys. The age grade tables so far compiled by the province have not included separate figures for boys and girls, but the figures of Saskatchewan, Manitoba and Ontario on page 104 show that the age distribution of boys is not as good as that of the girls, and the case is very likely similar in other provinces and countries. The two chief factors contributing to this are practically conceded to be: (1) greater regularity of attendance on the part of the girls; and (2) earlier maturity. When to these is added the fact that girls remain longer at school than boys, it is not surprising that there are more girls in the upper grades. Now it is a question whether the real significance of the last mentioned fact is sufficiently recognized.

The figures of 1915 to 1919 would give the impression that boys were tending towards elimination from the upper grades; statistics since that date, especially the fine showing of 1922, would indicate that this situation was not a constant, or permanent feature but a mere incident due to war conditions. From statistical tables in Part II (a comparison between the enrolment of boys and girls since 1894 and a table of boys and girls in the high school grades since 1904), it will be seen: (1) that there has been a general downward trend of both sexes in the upper elementary grades; (2) that there has been a general upward and very rapidly rising trend in the number of both sexes in high school grades, but that there have been several bad depressions which affected the boys more than the girls, and that after this depression the former level was soon reached and passed. The rapid increase since 1919, and the present record level would seem to be but a continuation of the upward trend culminating in the level reached in 1915 which was so roughly arrested first by the war and then by the influenza epidemic in 1918 and 1919.

High School and upper elementary grades.—The number of pupils in secondary grades (Grades IX–XII) during the year was 11,039 of whom 4,202 were boys and 6,837 were girls. This represented an increase of 777 boys and 557 girls over the figures of the previous year. The disparity between the boys and girls in high school grades in each year since 1904 is shown in table 61, page 112. It is thus seen that since the date mentioned, up to 1920 the number of girls had been almost double that of the boys, while that of 1919 was more than double. The increase in the number of boys is, therefore, particularly gratifying. Of the 11,039 secondary pupils, 1,334 boys and 1,503 girls, or 2,837 in all, were accommodated in 18 county academies. Of the remaining 8,202 high school pupils, 5,400 were accommodated in 64 pure high school class-rooms, these high schools being in some cases situated in a large town other than county towns, free to the qualified children of that town, and sometimes larger than the county academy. The remaining 2,802 high school pupils were accommodated in 1,586 common schools extending continuation work into high school grades. Of these, 1,242 were one teacher schools, 220 were two teacher schools and 124 three or more teacher schools. Of the one teacher schools, 98 extend the work up to Grade XI or the matriculation year; 417 extend it to Grade X, and 727 to Grade IX. It is interesting to notice that 6 of the graded common classrooms extend the work actually as far as Grade XII. Although the provincial high school examinations are voluntary, it is noticeable that 8,241–2,856 boys and 5,385 girls—out of the total of 11,000, wrote these examinations in July. Of these, 3,625 were candidates for a Grade IX certificate; 2,746 for a Grade X; 1,437 for a grade XI and 270 for a Grade XII. It is worth mentioning in passing, that of all these candidates, 68 wrote the "M.P.Q." (see p. 128) examinations for teachers. Ranks in these examinations entitle the candidate to a certificate one grade below that to which his academic standing

would entitle him if he attended normal school, so that a year of academic standing is to a certain extent recognized as an equivalent of professional training. About 350 of the remainder would attend Normal college, making a total of about 1,031 of the 8,241 candidates, (or of the 11,000 high school grade pupils,) who would be immediately looking forward to teaching. About 30 years ago, instead of about one eleventh, practically all of the pupils, at least of the candidates, would be compelled to take the professional examinations along with the other examinations. In addition to the 11,000 pupils in Grades IX to XII, 13,926 were enrolled in Grades VII and VIII, which could very properly be designated as intermediate grades, and are Junior high school grades where these schools exist. The increase in the boys in these grades during the year—645 as against 287 girls—is also striking, as the disparity in these upper elementary grades has been almost as great as in the secondary grades. There were, then, 24,965 out of the total enrolment of 114,229, or about 22 per cent, in the secondary or upper elementary grades.

Secondary Education.—Education in Nova Scotia may be said to have practically begun with Secondary Education, but in a far different sense from that in which it is looked upon at present in the province. To-day emphasis is laid upon secondary education as a continuation of elementary school work. The course of studies is divided into twelve grades of which the last four are considered secondary and which may be taken in any class of school which has a teacher sufficiently qualified to teach the work. The high schools and county academies merely present special *opportunities* and are not a special class of schools. Examinations for entrance into the county academies are set for the purpose of ascertaining whether pupils are qualified to undertake the work of the first high school grade and as such are entitled to the privilege of free tuition provided they are residents of the county in which the academy is situated. There are no other conditions for entrance except qualifications for undertaking the work. As will be seen later, this in fact, if not in form, is true of most of the other provinces of Canada. However, special emphasis is laid in this province on the continuous system of education from the bottom to the end of secondary school work. It is possible that in time this continuity may extend to the end of a course in Arts and Science in the universities.

In the early days in this province, secondary education meant a special class of schools to which pupils of a certain class might be admitted at an early age and trained on separate lines from the common school pupils. Exceptionally bright pupils from the poorer classes might be admitted by means of free scholarships. In 1811 an Act was passed to establish such schools—then called grammar schools—in several districts and cities. For these grammar schools three trustees were to be appointed by the lieutenant-governor and these trustees were to nominate not more than eight free scholars. This Act enabled the people of Pictou county to procure in 1816 an Act of incorporation for an academy on the plan of a Scottish university and an annual grant was obtained for this academy for a few years. The Free School Act of 1864 made these grammar schools free to all of school age resident in the county. Up to 1893 the normal school for teacher training was merely a high school combining professional and academic training. In this year it was made a purely professional institution, and a new light was thrown upon high school education. Hitherto the pupil doing high school work did so with a view to teaching, and, in some cases, to university training. There were no certificates issued to show purely academic high school standing. In 1893 separate examinations were set for candidates who did not necessarily intend to teach, and passes in these entitled the candidates to certificates for the grade on which they wrote. Successful candidates might either pass a professional examination at the end of these academic examinations or attend normal school to obtain professional certificates. In 1908 an interesting change was made in the high school course. Previously, each grade except the highest contained eight imperative examination subjects. If a pupil looked forward to the university he had to take classical or modern languages in addition to these eight and if he reached a certain minimum on his examinations on these "optional" subjects it would be added as a bonus to his aggregate standing on the imperative examinations. Up to 1900 the eight imperative subjects had to be passed before any certificate was granted, but in that year a certificate for the grade in question could be obtained by passing on any eight of the high school subjects and the remaining imperative subjects for teachers' non-professional standing could be written off at a supplementary examination. In 1908 the examination subjects were reduced to six of which English alone was imperative, and the standard for the pass was raised. This move had a very important bearing upon the articulation between the public schools and the university. At the same time the non-professional qualifications for the highest form of teachers' certificate was raised to university graduation and the upper high school grade (formerly called Grade "A") which covered practically all the subjects of a university course became a fourth high school grade entitling the student to the non-professional standing of the second highest rank and comparable with Grade XII in other provinces. This Grade "A" could be written off at two examinations of which separate certificates of standing were issued—"Grade A Classical" or "Grade A Scientific", but the full Grade A which was written by many students in one year had 30 or more examination subjects.

Teachers in ordinary day schools.—The number of teachers in 1922 was 3,208, being an increase of 119 over that of 1921. Of these, 263 were male and 2,945 were female teachers. The male teachers showed an increase of 60 over the previous year, but this increase was not in the ranks of the high grade teachers. Among these teachers were 57 holding a certificate of Academic rank, while 213 held class A certificate or the equivalent of a first class certificate elsewhere. Of the 3,014 teachers, 1,584 were normal trained, the rest holding certificates on the strength of a professional examination, and, especially, of academic standing one year higher than that required of normal trained students. Those who have not had normal training—mostly in rural sections—are being trained at the rate of about 600 a year in inspectorial training institutes, which offer a course of four weeks. In 1922 the number taking advantage of this course was 738.

The fact that there were only 1,584 normal trained out of a total of 3,208, although the normal college has turned out roughly 4,803 trained teachers since 1901, is attributable to the exodus of these trained teachers to other provinces and from the profession. The rural communities, of course, are the main sufferers from this situation. The remedy recommended by the Superintendent is the federation or consolidation of rural schools.

Teachers in Training.—The number of students attending the Provincial Normal College at Truro during the year was 352, an increase of 111 over that of the previous year, and the highest on record. Of these 68 were in the university graduate course training for the academic diploma; 24 were training for a superior first diploma and held the academic standing of Grade XII; 122 held the standing of Grade XI, and were training for first-class diploma; 111 for Grade X; and 16 for Grade IX; 4 were training for kindergarten certificates; 4 for mechanic science certificates;

and 3 for domestic science certificates. It is interesting to see that only 127 out of 341 training as teachers in the ordinary school subjects held certificates lower than Grade XI. The enrolment of 352 was made up of 40 male and 312 female students. Of the 40 males, 24 were of the university graduate class, the remainder belonging to the classes "A" and "B."

Health instruction, Child Welfare, Rural Science and Rural Welfare instruction were carried on in connection or in affiliation with the normal college administration. Early in the year arrangements were proposed by the provincial health authorities acting in cooperation with the Red Cross Society for a course of lectures for the normal students, and a series of addresses were given reviewing the special problems of the teacher in relation to the health of the school and the community. These lectures were supplementary to the regular teaching of hygiene by a member of the staff. Rural Science or *Rural Welfare* students numbered 195, and 22 holders of Rural Science diplomas came back to a summer course.

In addition to the training offered to the 352 students at the provincial college, a course of four weeks—from the 25th of July to the 20th of August—was offered by inspectors throughout certain districts to teachers who had not had normal training. These institutions were held at 12 different places and enrolled during the year 738 teacher students. Of these 46 held the academic standing of Grade XII, 221 of Grade XI; 255 of Grade X; and 216 of Grade IX. Assuming that one student teacher takes only one of these institute courses, it appears that 1,332 teachers have taken advantage of the course in 1921 and 1922. These institutes should always be kept in mind when comparing the number of normal trained students in the province with those not normal trained, since those attending institutes are included with the latter. Still greater emphasis is due to the fact that the "untrained" must hold higher academic certificates than the trained of the same class. Thus, the "B" professional diploma requires a non-professional standing of Grade XI with normal training, but a standing of Grade XII with a professional examination without normal training. To this superior academic standing is added the inspectorial institute training of four weeks.

Rural Science.—Rural science activities, under a provincial official known as Director of Rural Science, included school fairs, discussion at gatherings of women's institutes, community clubs and farmers' conventions, two rural science teachers' institutes, and nature talks and teaching at boys' and girls' summer camps. The best work, however, in the opinion of the director, is being done at the Normal College and Summer School. It is through teachers-in-training that a point of view obtained by such an organization can be most effectively spread. At the four weeks at the summer school, held in the normal school at Truro, with work from 7 a.m. to 10 p.m., there was an attendance of 209, the previous record being 192. The work included the regular classes and addresses by outside speakers. The regular work covered a wide field up to advanced classes in biology. As a result of the course, 22 received diplomas, 62 certificates of standing on 4 or more subjects; while 19 of the students were graduates. The cost of the course was \$2,619.

A fairly detailed table on page 116 represents the combined activities of the Rural Science Branch and of the Agricultural College. Tables 99 to 107 on page 148 gives full particulars of the Agricultural College which carries on advanced courses of college grade and also short courses in agriculture. The enrolment in the regular courses of this college during the year was 73, a smaller number than usual.

Two courses are offered—the "A" and the "B." The "A" course was planned mainly for students who intended to pursue the four-year degree course of which the first two years are given at Truro and the balance at whatever Agricultural College in Canada students may select; the "B" course is the regular self-contained course of two years' duration, and is, in the main, of a more practical character than the "A" course. Of the 44 enrolled at the beginning of 1922-23, 26 were in the A course and 18 in the B. The January short course for farmers and their sons had an enrolment of 79. A corresponding course for women had an enrolment of 12. A March course in Poultry enrolled 24 students. Besides those regularly enrolled, there was a large intermittent attendance of students. There were also 14 Short Courses of a few days' duration at various local centres with an attendance of about 250 at each course. Besides the short course for women mentioned, a short course of two weeks was held for girls. The staff of the Agricultural College also help with the course in the Rural Science School just described.

Summarizing the work of agriculture in Nova Scotia, there were in all 14 classes giving instruction to 3,600 students below college grade but not included with ordinary grade classes; two short courses at the Agricultural College with 12 instructors and 150 male and 10 female students; 1 institution with 12 of a staff giving regular courses of college grade to 44 students. There were 200 school gardens with 10 male and 190 female teachers in charge and operated by 6,000 pupils. In addition, there were approximately 5,000 home gardens supervised by 400 instructors and worked by approximately 15,000 pupils. The boys' and girls' clubs number 250 with 5,000 members. School fairs were held to the number of 240 and with 10,000 pupils exhibiting.

Technical Education.—The work of technical education over and above that of the Agricultural College or Normal College, is carried on under the Director of Technical Education and the Director of Manual Training. Under the Director of Manual Training 27 departments were in operation of which 13 were mechanic science and 14 domestic science. In some schools this work begins in Grade VI and continues through Grade IX. According to the director, there seems to be a growing tendency to postpone beginning the work till Grade VII, and to pay more attention to Grade IX, especially where this subject is offered as part of the *Science* of Grade IX at all provincial examinations.

The regular course in engineering was offered free of tuition to qualified returned men and in consequence the attendance at this course has been large during the last few years. In his report the director states that "probably the last group of these ex-soldier students are now attending the Technical College. It is a matter of regret to the teaching staff that the ex-service men are disappearing as they constitute an unusually high type of student."

In affiliation with the Technical College is the Halifax Navigation School (a part enterprise by the Dominion Department of Marine and Fisheries, and the N. S. Technical College). No fee is charged, and a man may start his course on any day of the year. The teaching is all of an individual nature. The school is one of the most efficient in the Dominion and has men coming and going all the time. For this reason it is difficult to state the number enrolled during the year, but an average of about 19 a month have been enrolled since January, 1922. Forty-nine received certificates during the year. Another affiliation is the Correspondence Study Course, which had 181 students during the year—143 men and 38 women. The university extension work of this division, suspended since 1917, was reorganized in 1921, with an enrolment of 16, which increased to 181 by June. The short course unit has been adopted to enable a student to select a course suitable to his education and leading the way to more advanced work. Each lesson represents a week's work, and a high standard of efficiency is required before students will be considered to have satisfactorily completed a lesson or course. A certificate is granted at the completion of the course (after a written examination), which, while not a diploma, is a proof of a certain degree of proficiency on the part of the holder. All correspondence passes through the head office for supervision.

The subjects offered are divided into five groups aggregating 65 courses, viz.: business group, consisting of 16 courses; college preparatory, consisting of 14 courses; industrial group, consisting of 16 courses; drafting group, consisting of 4 courses and the home-making group consisting of 6 courses. The industrial group including the drafting group shows the largest enrolment, the number being 87. The work of technical education which is entitled to the Dominion aid for vocational education consists principally of a series of evening schools all over the Province, of the type known as individual continuation schools, and furnish preparatory, technical and trade training to supplement the knowledge and skill of persons who have left the public school system. They consist of: A. Coal mining or Engineering Schools; B. Evening Technical Schools. The Coal Mining or Engineering Schools are in five coal mining districts. The Evening Technical Schools are conducted in the principal industrial communities. The number enrolled during the year in these schools (consisting of 106 classes) was 2,032, while the Coal Mining or Engineering Schools with 41 classes had 456 students. Particular attention is directed to tables 68 and 70a which give in tabular form a summary of the whole field of agricultural and technical work in the province.

Rural Organization.—Organizations for furthering education in rural communities include, of course, the activities in rural science already discussed. These, however, are only one kind of activity and no doubt beneficial to the more favoured rural communities rather than to the less favoured, inasmuch as the teachers who are best trained, if they go to rural schools at all, are able to secure positions in the wealthier and more populous rural districts. The rural organizations now to be discussed include such schemes as consolidation, etc.

Consolidation in Nova Scotia dates back to an experiment at Middleton in 1903. The need of such an experiment was particularly felt at the beginning of the century through the existence of a large number of small rural school sections. In 1903 the Superintendent pointed out that there were then 300 schools with an average of 8 in daily attendance, the total number of sections in that year being 1,845. In that year 7 school sections and the town of Middleton in Annapolis county agreed to federate for three years, on the terms of contributing to the consolidated school board annually a sum raised by local assessment equal to the average for all during the three school years beginning August, 1899. The balance, beyond the regular school grants, was to be provided by Sir William Macdonald as an experiment for the demonstration of the value of consolidation, involving the conveyance of pupils from beyond the usual walking distance of two miles. The consolidation came into force by Act in August, 1905. The number of pupils enrolled in 1902 before consolidation, was 367 with an average attendance of 198; the enrolment the year after consolidation was 434 with an average attendance of 285. In 1903 the legislature voted \$36,000 or an average of \$2,000 for each county for the purpose of furthering consolidation. By 1909, 60 schools had been consolidated into 25 stronger ones. Consolidation in the province has not yet, however, made much headway. At present there are in consolidation 16 ungraded schools embracing 32 original sections, and 5 graded schools embracing 15 original sections. Another means of making education possible in very poor or sparsely settled communities is the "special poor school extra aid," which is now extended to 27 schools, and the "poor schools extra aid" which is extended to 256 schools.

Medical Inspection.—During the year there were 25 centres in which some form of school medical or dental inspection or supervision was carried on. The number of medical officers was 2, both of which gave part time services; and of dental officers two, also part time. There were 17 full time and six part time nurses, 19 school clinic establishments, and 1 psychological expert. The number of pupils examined during the year was 47,372 of whom 22,372 were reported as needing treatment. One hundred of the physically defective pupils were recommended for special instruction and accommodation.

Special Classes.—A rather full report on special classes in the province is available for the year. These include: 13 nutrition classes with 150 pupils; 2 open air classes with 40 pupils; 1 class for pupils with defective vision with 12 pupils and 4 classes for mentally defective, sub-normal and retarded pupils with 80 pupils. There are 174 pupils in the institution for the blind and 127 in institutions for the deaf; 202 physically defective pupils receiving individual training; and 12 pupils are in institutions for mentally defective,

An effort to extend school privileges to all children as well as to those able to take advantage of the regular school course was put forth as early as 1882 by the Act providing support for the school for the deaf which had been founded by private benevolence in 1851; in the same year provision was made for the public support of the school for the blind founded in 1867. In 1915 reformatories were required to provide instruction to their inmates. In 1917 every child of school age in an institution for the poor was required to attend school regularly. The Superintendent of Education had for many years been calling attention to the need of special education for the mentally subnormal. Special Classes were opened for retarded pupils at Halifax in 1917 and by 1920 there were 4 special classes in connection with the public schools. The steps taken by the Province in the movement have been preceded or accompanied here as elsewhere by the activities of benevolent societies. On the list may be mentioned: Maritime Home for Girls (delinquents); Halifax Boys' Industrial Schools; St. Patrick's Home for Boys; The Monastery of the Good Shepherd; The I.O.D.E. Home (established in 1918 after the Halifax explosion for feeble minded girls). Education of a specialized nature is carried on in all these institutions.

Universities and Colleges.—During the year, 1385 students (1,044 males and 341 females) were enrolled in the 4 universities of Dalhousie, St. Francis Xavier, Kings and Acadia. The teaching staff of these universities numbered 168—163 men and 5 women. Of the students, 1,028 were residents of Nova Scotia, 43 of Prince Edward Island; 198 of New Brunswick; 5 of Quebec; 21 of Ontario; 3 of Saskatchewan; 4 of Alberta; 7 of British Columbia and 76 outside of Canada. In universities outside of Nova Scotia there were 266 students who were residents of Nova Scotia. In other words, Nova Scotia provides university education for 357 residents of other provinces or countries; while other Canadian universities provide education for 266 Nova Scotians. This of course does not take into account the Nova Scotians educated in British, American or Foreign universities. Over and above the Technical and the Agricultural Colleges which have been described above, Nova Scotia has 4 colleges of which 2 are purely theological (The Presbyterian and the Holy Heart Seminary), and 2 are purely academic (St. Mary's and Ste. Anne's). The number of professors in these colleges was 38 and of students, 486—all males. These, with the regular students of the provincial, Technical and Agricultural Colleges (126) amounted to 612, while there were in the later two 542 short course students. The Technical College also supervised 2,570 technical students benefitting by the Dominion Technical Education Act. Excluding the later figure (2,570) we have 1,154 registered at colleges which with the 1,385 in universities come to 2,539 students either in regular work of university grade, or short courses. Out of 909 of the college students (not university) classified by residence, 725 were from Nova Scotia; 10 from Prince Edward Island; 104 from New Brunswick; 22 from Quebec; and 48 outside of Canada. Summing up, we have in Nova Scotia universities and colleges, 1,753 students from Nova Scotia; 53 from Prince Edward Island; 302 from New Brunswick; 27 from Quebec; 21 from Ontario; 3 from Saskatchewan; 4 from Alberta; 7 from British Columbia and 124 from outside Canada. It is to be noticed that every province in Canada except Manitoba is represented in these institutions. In the matter of faculties in the universities: arts and pure science had 875 students; commerce, 18; dentistry, 64; engineering, 88; law, 118; medicine, 182; music, 5; nursing, 8; pharmacy, 29; and theology, 18. In the colleges: Arts and pure science had 103; agriculture, 75; commerce, 8; engineering, 51; theology, 108; short courses, 219; correspondence, 164; and all others, 2,722 (including 2,570 in secondary technical). The number of preparatory students in universities was 92 and in colleges, 280. The figures for both universities and colleges, then, are: preparatory, 372; arts and pure science, 978; commerce, 26; dentistry, 64; engineering, 139; medicine, 182; music, 5; nursing, 8; pharmacy, 21; theology, 126; agriculture, 75; short courses, 219; correspondence, 164 and all others, 152 plus 2,570 in secondary technical schools in connection with the technical college.

NEW BRUNSWICK.

Summary of all educational institutions.—During the school year 1921-22 the number enrolled in all educational institutions in New Brunswick was 83,263¹ of whom 77,774 were enrolled in ordinary day schools; 2,931¹ in technical schools; 358 in normal schools; 723 in business colleges; 391 in private elementary and secondary schools; 808 in universities; and 278 in Indian schools. At the same time, 29 deaf and 38 blind attended at the expense of the province at institutions situated in Nova Scotia; and 546 residents of New Brunswick attended universities and colleges in other provinces; while 283 residents of other provinces attended universities and colleges in New Brunswick. This makes a grand total of 83,593 for the year as compared with 78,326 during the year 1921, an increase of about 7 per cent.

Enrolment in Ordinary Day Schools.—As most of the data connected with the ordinary day schools have been given separately for two terms, (the first closed on December 31, 1921 and the second closed on June 30, 1922), instead of for the whole year, it will be necessary for the sake of clearness, to state that the yearly enrolment of 77,774 was made up of 70,349 enrolled during the first term, plus 7,425 new pupils enrolled only during the second term. Other particulars cannot be calculated for the whole year, consequently they are entered in the statistical tables for the long term, ended June 30th. Of the 71,346 enrolled during the second term, 35,431 were boys and 35,915 were girls; the boys showing about 400 more of an increase over the previous year than the girls; 22,121 were enrolled in cities and incorporated towns; 14,245 in other graded schools; and 34,980 in ungraded schools. The number of graded departments was 865, and of ungraded schools 1,213. Thus, there were on an average 42 pupils to a department in graded schools, and 29 in ungraded schools. Increase in the enrolment in these ordinary schools, was 4,062 or 5½, per cent over the enrolment of the previous year. It will be noticed that the relative increase in enrolment in ordinary schools was not as great as that in other institutions.

¹These include 1,541 in correspondence courses not elsewhere mentioned.

Average attendance.—The 77,774 pupils enrolled made an aggregate attendance of 10,650,942 days, or an average of 138 days for each pupil. The average number in daily attendance, during the time the schools were in session, was 51,168, or 1,560 more than during the previous year. This was 65.8 per cent of the enrolment as against 67.3 during the previous year. This decrease in relative attendance over last year took place during the second term, there being a decided increase during the first term. The second term is, strictly speaking, the winter term. The percentage of attendance for the first term ended December 31, is by far the best in the history of the province. Attendance in New Brunswick has been improving steadily. In this respect the province ranks high among the provinces of Canada.

Teachers.—The number of teachers during the second term was 2,246 in 2,061 classrooms. The classification, average salaries and experience of these may be seen in table 81. There has been a marked and steady increase during the last thirty years in the number of teachers holding certificates of second class standing or better; and a correspondingly steady decrease of teachers holding third class diplomas. It is also noticeable that there was an increase during the second term in the number of teachers continuing in the same district from the previous term, and a decrease in the number of teachers who had moved to a new district during the second term. There was also some increase shown in the average salary paid to all classes of teachers except third class female.

During the last session of the provincial Legislature, an amended Pension Act was passed, by which the maximum pension was raised from \$400 to \$800, and no minimum of less than \$250 was to be provided. There is also a disability clause providing that after twenty years of service a teacher if totally disabled receives one thirty-fifth of his or her salary subject to the foregoing provisions relating to minimum and maximum pensions for every year of service if he or she has taught twenty years or upward. The law provides that 5 per cent of the government grant per annum to teachers shall be held by the Provincial Treasurer as a pension fund. All the teachers in the service at the time of the passage of this act are eligible to participate in its benefits.

Teacher Training.—The provincial normal school had an enrolment of 358, the largest for some time. Of these, 345 attended the whole year. Over 1,000 candidates presented themselves for normal school entrance and preliminary examination for advance of class, in July, 1922. This is an increase of 35 per cent over 1921. The increase in the number attending normal school is no doubt due to the facilities offered by way of loans to student teachers possessing the necessary qualifications for admission to normal school.

Teachers' and Trustees' Institutes.—The Educational Institute of New Brunswick was held in June. Among the points emphasized was that of consolidation of rural schools. There are also in existence a trustees' association and a teachers' institute.

Secondary Education.—The number of pupils in secondary grades (IX to XII) was 2,804 during the first term and 2,670 during the second term. As was pointed out last year, there were in addition to these a large number in rural schools, who were really doing high school work but were not reported as being in these grades. Of the 2,670 during the June term, 1,604 were accommodated in grammar schools with 47 departments and 49 teachers; the remaining 1,066 were evidently accommodated in the superior schools and in other graded schools. The superior schools had in operation during the term 52 classrooms. The increase in the number of pupils in secondary grades in the second term of 1921-22, in all the schools which classify them by grade, was 400, or about 18 per cent over that of the corresponding term of the previous year. This is an indication that the pupils doing work of high school grades in the province are increasing rapidly. Since the beginning of the century, grades IX to XII pupils have increased by 72 p.c. and in the last 32 years (since 1890) by 338 per cent.

This increase has a rather interesting historical background. In 1805 the first grammar school was established at St. John, and an act in 1816 authorized one for each county. The trustees were required to admit 8 free scholars. The grammar schools were largely under church authority and many of the head masters officiated as pastors. In 1846 an Act was passed requiring an average daily attendance of 15 scholars over ten years of age, with provision for an examination and an annual report which was to be transmitted to the government and the assembly. The grammar schools were placed under the control of the Board of Education in 1861, but two schools were exempted from this act. When the free school act of 1871 was passed, the grammar school act was not repealed, but their trustees were given the option of uniting with the trustees of the districts for the management and support of grammar schools, on condition that the latter should be as free as the other schools and that the pupils of the district should be graded into them. In 1884 the separate grammar school corporations were dissolved, and their property vested in the district boards of trustees. In 1888 provision was made for one school in each parish of a higher grade than the ordinary common schools. These schools were to be known as *superior schools*, and receive a grant equal to that contributed by the district up to a limit of \$300. In 1890 the then superintendent of education drew attention to the backward state of secondary education in the province. He compared it unfavourably with the state of primary education which, he believed, was admittedly second to none in the Dominion of Canada. Some years previously he had suggested that the county grammar schools should give place to superior primary schools and that five provincial high schools be established in the most populous eligible centres. In that year (1890) there were 51 departments under the supervision of the principal of the grammar schools with an enrolment of 2,570, but of these only 577 were enrolled in the grammar school department proper, and only 320 were in high school grades. These grades were then called "standards", and consisted of three standards (IX to XI) in what was called the modern course, and four grades (IX to XII) in what was called the classical course. The first of these courses had 78 pupils, and the second, 242 pupils, the remaining 257 being presumably in the entrance grade, or what would now be called grade 8. There were also in that year 49 superior schools which had in 1890 an enrolment of 119 above standard 8, which seems to have practically the same meaning as the grade 8 of today. The chief point of the superintendent's contention seems to have been that county grammar schools were drawing grants as such, irrespective of whether they had a large number of pupils doing high school work, or whether all or nearly all were in primary grade. It was suggested that grants be scaled according to the equipment and enrolment in superior grades. In 1895 it was pointed out as an anomalous case that there was a superior school in a certain town with 91 pupils doing work above grade 8 receiving only a grant of \$250; the grammar school in the county located at a small town was at the same time drawing a grant of \$350, although it had no pupils above grade 8. This suggested that the grammar schools were situated in some cases where there were no qualified pupils, at the expense of pupils in large centres not far away, who were ready for high school work. The establishment of entrance examinations, the abolition of grammar schools which failed to reach its standard, and the establishment of high schools in popular centres were suggested as remedies.

In 1896 the Legislature made an amendment to the law relating to grammar schools to the effect of giving a grant to every teacher holding a grammar school license employed by a grammar school upon conditions: (1) that the school buildings, etc., should be up to prescribed requirements; (2) that each teacher must receive from the district at least as much as the sum granted from the provincial revenue; (3) that the number of teachers entitled to a grammar school grant should not be greater than three for every 100 pupils enrolled, after examination, in grades above grade 8. Hitherto, only the principal of each grammar school could draw the grammar school grant, and a grammar school having no high school pupils received as large a grant as one having hundreds of advanced pupils. In the year of this legislation there were found only two grammar schools prepared to profit by the increased grant. Enrolment in high school grades in that year, in grammar schools was 512. By 1898 this enrolment had increased to 862 and by 1903 to 1,019, or about double of what, it was seven years before. Since that time the increase has been fairly steady, reaching 1,604 in 1922. In the meantime the superior and other schools teaching high school work had increased their enrolment from 135 in 1889 to 541 in 1897 and about 1,066 in 1923. The grammar schools seem to have gained ground much faster than the other schools doing high school work since the legislation of 1896.

Rural School Organization.—In New Brunswick as in Nova Scotia the most important method to date in aiding rural schools is the special grant to poor districts. In New Brunswick, there are four consolidated school districts. In one of these a vocational department in agriculture was opened during the year.

Consolidation in New Brunswick dates from 1903 when a consolidated school was opened at Kingston, King's County by the union of six rural districts, and maintained for three years by the aid of funds contributed by Sir William Macdonald. Half the cost of the conveyance of the children was born by the government. Two more consolidations were ready to commence operation in 1904.

Technical Education.—The status of technical education in New Brunswick may be seen on page 119. This refers to the features of technical education which are assisted under the Dominion Technical Education Act. The following figures sum up the work of these and other technical activities during the year 1921-22.

I. Pupils in courses coming under Technical Education Act	Day Technical schools.....	255
	Evening Technical schools.....	1,135
	Correspondence.....	1,541
	Total.....	2,931
II. Business colleges (Private).....		723
III. Normal schools.....		359
IV. Technical courses of college grade.....		141

Rural school work in connection with manual training is progressing under two supervisors. An exhibit of the work done in these schools was shown at the normal school in June. Hot lunches are also a feature of the rural school. A summer school under the Vocational Education Committee was held during the summer, thus furnishing an opportunity to teachers who had not taken up work of this nature at the normal school.

In the year 1912 permission was given temporarily to the St. John Board to open an evening school for technical work. A maximum grant of \$200 was offered in aid of such a school, where the number of pupils did not fall below twenty. It was also proposed to establish an agricultural school, which would embrace industrial training, at Woodstock. This was accomplished in 1913 in the form of a rural summer school with six teachers. Also in 1913 grants were offered by the Dominion government in aid of agriculture with practical school gardening in the schools. This was followed in 1914 by provincial legislation entitling any board which provided instruction in elementary agriculture, and school gardening, to \$50 for the first year and \$30 a year thereafter; also entitling a teacher, qualified to teach such subjects, to an additional grant of \$50 if fully trained, or \$30 if partially trained, the time to be allotted to the work being one and a half hours a week. In 1919 a director of technical education was appointed.

Medical Inspection.—As may be seen in table 73, school medical inspection is established by law, throughout the province. During the year, there were six full time medical officers attached to centres, and three full time and twelve part time nurses. The number of school clinic establishments was four in the centres of St. John, Fredericton, Moncton and Campbellton. The number of pupils examined during the year was 43,790, or about 60 p.c. of the total enrolment.

In 1911 the Board of Education at Moncton asked for legislation to enable them to provide medical inspection of schools. Some steps had already been taken in this direction by St. John, and Fredericton also had the matter under consideration. The necessary legislation was passed in 1912, empowering boards of trustees to provide for the health, cleanliness and well-being of pupils; and to employ at their own expense necessary medical officers, power being given to defray any expenditure for this purpose by extraordinary assessments. As may be seen from the above figures, the inspection in 1922 was general throughout the province, and was carried out by the department of health. Moncton was also conspicuously energetic in developing a play grounds movement. In 1912 the Play Grounds Association of St. John requested that a course of training in play grounds methods be established in the provincial normal schools. New Brunswick has also taken steps in the direction of special classes. An extra grant is paid to districts employing a teacher for retarded pupils. In addition to this, a teacher qualifying as instructor of such classes is paid an additional grant.

Higher Education.—The registration of the three universities of the province was 808—674 males and 134 females. Full statistics of the personnel, courses, etc. of these universities may be seen in tables 94 to 107.

Private Schools.—The number enrolled in elementary and secondary private schools was 391—96 males and 295 females. The private schools were three in number. It will be noticed the classification of these 391 pupils is given by grade, age and sex. The table for business colleges will be found on page 163. The number of students in business colleges reporting during the year was 723—528 males and 195 females.

School Support.—The expenditure on education during the year was \$2,657,046. Of this, \$381,075 was contributed by the government, and \$2,275,971 by rate payers, etc. The expenditure mentioned includes \$30,331 in government grants to universities. The corresponding figures for 1921 were as follows:—Total expenditure, \$2,278,622, of which \$352,693 was contributed by the government, and \$1,925,929 by the rate payers, etc, grants to universities, \$25,000. For full particulars see table .

QUEBEC.

Enrolment.—During the year in which the latest statistics of all educational institutions could be brought together for summarizing purposes (1921), the total enrolment excluding duplicates in all educational institutions in Quebec was 548,251 pupils and students of whom 477,944 were in Catholic and 70,347 were in Protestant institutions. The enrolment included 462,779 in publicly controlled primary and maternal schools; 54,671 in subsidized or non-subsidized independent primary schools (that is, schools which are subsidized or non-subsidized and report to the Department of Public Instruction, but are not under the control of Boards of Commissioners or trustees) and 30,801 in other institutions of learning. These 30,801 included 1,376 in normal schools, 9,033 in Roman Catholic classical colleges, 5,428 in universities, 579 in schools for the deaf, dumb and blind, 2,907 in schools of arts and trades, 5,792 in night schools, 2,069 in technical schools, 2,347 in dress cutting schools, 332 in agricultural colleges, 253 in the school of Higher Commercial studies, Montreal, 216 in St. Hyacinthe dairy school and 469 in independent schools not subsidized where classical education is given. To these might be added a few hundred in private business colleges, about 225 in Protestant theological colleges and a few hundred in other private schools which are not subsidized and do not report to the department, so that the total enrolment could be placed at considerably over 550,000. The 548,251 represent an increase of 55,218 or 11.2 per cent over the enrolment of 1917-18; 175,652 or 47.2 per cent over that of a decade previous (1907-08); and 233,524 or 74.2 per cent over that of the beginning of the century (1897-98).

Accommodation.—The 548,251 pupils were accommodated in 7,733 schools including 6,370 elementary schools, 749 model schools, 424 academies, 22 maternal schools, 14 normal schools, 21 classical colleges, 4 universities, 5 schools for the deaf-dumb and blind, 16 schools of arts and trades, 64 night schools, 6 technical schools, 26 dress-cutting schools, 3 agricultural schools, 1 school for Higher Commercial studies, 1 dairy school and 7 independent schools not subsidized where classical education is given. The total number of schools represent an increase of 232 over those of 1917-18 and 3,826 over 1867-68, but a basis of comparison is not given by these figures since schools increase in size and number of class rooms as well as in numbers. The number of class rooms in primary schools under control alone in 1920-21 was 13,274. As the number of class rooms is not very significant when it comes to secondary, superior and special education, the accommodation will, perhaps be expressed best in terms of the number of teachers. The latter, religious and lay, in 1920-21, numbered 19,704, representing an increase of 1,301 over that of 1917-18. This staff was composed of 1,749 male lay teachers, 2,939 male religious teachers, 9,364 female lay teachers and 5,652 female religious teachers.

Average Attendance.—In all institutions the average daily attendance was 424,392, or 77.41 per cent of the enrolment. This high average has been practically maintained since 1897-98 when it was 75.13. On point of percentage of attendance Quebec stands second to only one province in the Dominion of Canada.

Teachers' Salaries.—The question of salaries is relevant in the case of lay teachers with diplomas only. Figures given in the report of the provincial statistician for decades since 1897-98 show the following increases (the figures for 1898 are represented by 100 per cent and the subsequent figures as ratios of this year):

AVERAGE SALARIES.

	1897-98	1907-08	1917-18	1920-21
	p.c.	p.c.	p.c.	p.c.
Male lay teachers—				
In Elementary Schools.....	100	195	312	453
In Model and Academy Schools.....	100	137	174	254
Female lay teachers—				
In Elementary Schools.....	100	130	231	351
In Model and Academy Schools.....	100	138	211	324

Expenditure.—The expenditure on all institutions in 1920-21 was \$22,122,979 of which \$2,351,471 was contributed by the government, \$10,796,463 was raised by annual assessment, \$715,357 by special assessment, \$497,683 by monthly contributions (a fee is exacted for every child between the ages of 7 and 13 inclusive unless this fee has been abolished by a resolution of a board of commissioners or trustees¹) and \$7,762,000 by contributions of independent subsidized institutions. The total expenditure shows an increase of about 53 per cent over that of 1917-18; 330 per cent over that of a decade previous (1907-08); and 624 per cent over that of the beginning of the century (1898). The average cost per pupil enrolled in the schools has increased from \$9.87 in 1899-1900 to \$40.35 in 1920-21.

¹ This fee has been abolished in Montreal and certain other municipalities.

Primary Schools.—The primary school in Quebec is so called in contradistinction to: (1) superior schools (universities and professional colleges); (2) secondary schools (classical colleges, non-subsidized independent schools where classical education is given, and one institute of modern secondary education, affiliated with Montreal offering secondary education to girls); and (3) special schools, such as technical schools, agricultural schools, etc. The normal schools are connected with primary schools in the sense that they train teachers for primary school teaching. The primary schools reporting to the Department of Public Instruction are either (1) publicly controlled, that is under the control of Boards of Commissioners or Trustees, or (2) subsidized independent or non-subsidized independent, that is not under commissioner or trustee control. Both classes of primary schools have hitherto been divided into three grades: viz. elementary, model or intermediate, and academy or superior primary schools. As will be seen in the summary of legislation, page 67, the Catholic primary schools will after August 1923 be divided into nursery or maternal, primary elementary, and primary complementary schools. Since certain changes will then have been made in the course of studies, the primary elementary will not strictly correspond to the old elementary and model schools. The statistics of Protestant primary schools include those of the intermediate and high schools, the high school course being within the meaning of a secondary institution. In both Catholic and Protestant schools the grade of the school has reference to the grade of work *up to and including which* the school is prepared to give training, not the *exclusive grade* and training given; for example, the Protestant high school in general teaches work from the first up to the highest grade and not the high school grades alone.

In 1921-22 the enrolment in all primary schools in Quebec was 512,651 of whom 248,544 were boys and 264,107 were girls. Of these, 446,313 were enrolled in Catholic schools and 66,338 were enrolled in Protestant schools. Of the total number of pupils enrolled, 94,895 were under the age of 7; 368,521 were over 7 and under 14; 37,338 were over 14 and under 16; 10,502 were over 16 and under 18 and 1,395 were over the age of 18. The 512,651 pupils were enrolled in three grades of primary schools, elementary, model and academy schools. In the elementary schools were enrolled 277,083; in the model schools, 112,260; in the academies 123,308. Each of these three grades of schools is subdivided into three classes; (1) schools under control of commissioners (2) under control of trustees and (3) subsidized and non-subsidized independent schools. Of the 512,651 pupils 442,373 were enrolled in schools under control of commissioners, 15,607 in schools under control of trustees and 54,671 in subsidized and non-subsidized independent schools. These were divided among the three grades of schools as follows:

	Under control of Commission- er	Under control of Trustees	Independ- ent	Total
Catholic elementary schools.....	218,022	3,456	6,508	227,986
Protestant elementary schools.....	42,779	6,214	104	49,097
Catholic model schools.....	92,998	1,217	13,910	108,125
Protestant model schools.....	2,579	1,556	0	4,135
Catholic academies.....	76,776	314	33,112	110,202
Protestant academies.....	9,219	2,850	1,037	13,106
Total elementary.....	260,801	9,670	6,612	277,083
Total model.....	95,577	2,773	13,910	112,260
Total academy.....	85,995	3,164	54,149	123,308
Total three grades.....	442,373	15,607	54,671	512,651

Maternal Schools.—The number of maternal or nursery schools (Catholic) in 1920-21 was 22 with 103 female teachers, and 4,799 pupils, of whom 2,878 were boys and 1,921 were girls. Of these schools 14 were under control of commissioners and 8 independent. Of the pupils, 4,370 were French speaking and 256 English speaking and 173 of foreign tongue. Of the teachers 65 belonged to religious orders and 38 were lay. Of the 24 schools, 11 with 3,189 pupils were in Montreal city and 2 with 750 pupils were in Quebec city while 5 of the 8 independent schools were in these two cities.

Secondary Schools.—The secondary schools in Quebec are represented by: (1) The 21 Catholic classical colleges; (2) 7 (8 in 1921-22) Catholic unsubsidized independent institutions where classical education is given; (3) by 42 Protestant high schools.

The Roman Catholic classical colleges increased from 17 in 1891-92 to their present number (21) in 1912-13: One was established in 1893 (Valleyfield); 2 in 1911 (St. John's and St. Alexandre-de-la-Gatineau) and 1 in 1915 (Mont-Laurier). The enrolment has increased during the same period (1892 to 1922) from 4,221 to 9,321 or 121 per cent. These institutions have been subsidized by the government since 1907-08. It will be seen in the summary of legislation (page) that a new provision for subsidizing these colleges was made in 1922. These colleges offer three classes of courses: primary, commercial and classical. By far the largest number of students (6,030 in 1922) were in the classical course which includes university work as well as what in other provinces would be considered secondary work. These classical courses were offered by all the colleges. Fourteen of the colleges offered commercial courses which were attended by 2,585 students; while 12 offer primary courses attended by 706 pupils. Of the 9,321 pupils and students 2,618 were from 7 to 14 years of age; 2,895 from 14 to 16; 2,329 from 16 to 18 and 1,479 over

18 years. These ages would indicate that practically a complete academic course—from the beginning to the attainment of a degree in arts—is offered at these colleges. Nineteen classical colleges within the provinces are affiliated or annexed (See definition page) to Laval, for the faculty of Arts only, and in 1920-21 had 1,871 students in Arts. The total enrolment in all the classical colleges in 1921 was 9,033 and it would seem that 1,871 of this number were doing work of university grade.

Superior Education.—Superior education in Quebec refers to the work of the two Catholic universities—Laval and Montreal, with their affiliated colleges—and the two Protestant universities—McGill and Bishop's College—with their affiliated colleges. The difference in the figures in tables 1 and 2 and in the summary on page 74 from the figures for universities and colleges on pages 142 to 156 should cause no confusion, since they are for different years.

In 1922 there were in faculties and schools combined with or annexed to Laval and Montreal, 331 professors, and in the schools affiliated to these institutions, 81 professors (in Polytechnic Schools, High Commercial Studies School, Agriculture Schools and one Conservatory of Music); in the 17 faculties of Protestant universities there were 501 professors. The latter included the faculty of agriculture (Macdonald College) but not the Protestant theological colleges—Presbyterian College, Montreal (7 professors and 60 students with 13 students in theology); Congregational College, Montreal (4 professors and 16 students with 4 in theology); Wesleyan Theological College (4 professors and 128 students with 54 in theology); Montreal Diocesan Theological College (6 professors and 26 students with 15 in theology).

In the 16 faculties and schools combined or annexed to the two Catholic universities were 2,111 students; in the affiliated schools of engineering, and architecture (two divisions of the Polytechnical school) Higher Commerce (Ecoles des Hautes Etudes Commerciales), and music were 1,125 students; in 28 other schools affiliated or annexed to Laval and 33 affiliated or annexed to Montreal were 4,178 students. These included 5 grand seminaries, 19 little seminaries and classical colleges, 1 superior school for girls, 2 institutes of modern secondary education, 32 convents and household science schools and 2 music schools. The little seminaries, classical colleges, institutes of modern secondary education and convents were affiliated or annexed for the faculty of arts only. In addition to those enumerated were 3 classical colleges with 123 students associated (in Quebec meaning affiliated colleges, situated outside the province) to Laval. This makes a total of 7,537 in Catholic institutions of superior education. In the 17 faculties of the two Protestant universities were 3,544 students of whom 3,464 were in McGill. This makes a total of 11,081 students in superior institutions in Quebec in 1922 as against 9,691 in 1921. Adding the four Protestant theological colleges with their total of 230 students we have 11,311 in superior institutions in Quebec in 1922.

Special Schools.—These special schools in 1920-21 included 6 technical schools; 1 school for Higher Commercial Studies at Montreal; 3 agricultural schools; 1 dairy school; 64 night schools; 16 schools of art and trades; 26 dress-cutting or dress-making schools; the 22 nursery schools already mentioned and 5 schools for the blind and deaf-mutes, making a total of 144 schools, containing 19,294 pupils; but the 4,799 pupils of the 22 maternal schools, have already been mentioned in another connection as have also the students of the school of Higher Commercial Studies, and the 3 agricultural schools in connection with superior education.

In 1922 there were 6 technical schools with 6 principals, 1 assistant principal, 29 professors, 30 foremen and 24 other employees making a total staff of 90. In the day classes of these technical schools were enrolled 172 in the English section and 564 in the French section or a total of 736. In the night classes were enrolled 423 in the English section and 857 in the French section or a total of 1,280 making a total of 2,016. There were also 45 English and 179 French students or a total of 224 in special day courses making a grand total of 2,240 students in technical schools.

In the school for Higher Commercial Studies, Montreal in 1922 was a teaching staff of 43 with an enrolment of 277. Of these 119 were in day classes, and 158 in night classes. In the three agricultural schools—St. Anne de la Pocatiere, Macdonald College, and Institut d'Oka—was a staff of 177 and an enrolment of 593 students, 94 at St. Anne, 407 at Macdonald; and 92 at Oka. Of these students 152 were following a regular course of 4 years, 95 a practical course, 9 a partial course, 22 a winter course and 315, short or special courses (at Macdonald). Of the regular 4 year students, 40 were at St. Anne, 60 at Macdonald, and 52 at Oka. Of the 42 graduates during the year, 6 were from St. Anne, 20 from Macdonald, and 16 from Oka. The dairy school at St. Hyacinthe had 19 of a staff and 359 students. The night schools numbered during 1922, 53 Catholic and 13 Protestant with a staff of 199 teachers and an enrolment of 6,452 students. Of the total of 66 schools, 43 with 4,930 pupils were in Montreal and 8 with 505 pupils in Quebec leaving 15 schools with 1,017 pupils to other localities. The schools of arts and trades in 1922 were 13 in number with 3,319 students. The dress-cutting and dress-making schools in 1922 were situated in 26 localities and had an enrolment of 2,261 pupils. The schools for the blind were 2 in number with 128 pupils; the schools for the deaf-mutes were 3 in number with 451 pupils.

Domestic Science Schools and School Gardens.—In addition to all the above but included with special schools were 63 domestic science schools situated in 43 counties and having in 1922 an enrolment of 10,072 pupils. The enrolment in these schools has already been included with primary controlled and independent schools. The enrolment of 10,072 is an increase of 956 over that of 1921. The number of school gardens increased from 1,205 with 21,217 pupils operating in 1921 to 1,459 with 21,988 operating in 1922.

Normal Schools.—The normal schools are now 14 in number. In 1921 they had 1,377 teachers in training; in 1922 they had an enrolment of 1,389. These normal schools (except Macdonald) offer academic training as well as professional, and their courses extend over 3 years, so that what in other provinces would be considered a three years' high school course is covered. The teachers who are trained outside the normal schools and have to pass a board of examiners have to reach the same standing as that attained in normal schools.

The enrolment of 1921-22 consisted of 184 in the academy class, 553 in the model class, 558 in the elementary class and 94 in the preparatory class. Of these, 878 obtained diplomas, viz: 165 academy, 391 model and 322 elementary. Of the 1,389 students, 1,213 were Catholic and 176 Protestant, the latter, —3 males and 173 females—being enrolled in the normal school of Macdonald college. In the model schools annexed to all normal schools were 1,775 pupils who afforded opportunities for practice teaching to the teachers in training. Of the total number of 203 professors and associate professors in the normal schools, 161 were religious and 42 were lay. These normal schools received in 1921-22 a government grant of \$177,386. Their combined libraries consisted of 71,077 volumes.

Technical education in Quebec may be said to date almost from the beginning of the French Regime, as the early schools combined practical with academic courses. One of the first schools, early in the 17th century, (outside the City of Quebec, at Cap Tourmente) had in connection a model farm where the pupils while taking part in the work of the field were taught elementary school subjects. This school was attended by pupils from every part of the district. A school opened in 1882 at Roberval was probably the first school of housekeeping in the world.

Under the name of Schools of Arts and Manufacture, more than 50 free public classes have been open for a number of years in eleven towns and villages for instruction in trades, etc. Montreal had 18 of these with 900 students by 1913. The province opened the school for Higher Commercial Studies in 1910, on the model of similar institutions in Europe, for the special study of international commerce, etc. This was followed by higher technical educational institutions for industrial careers, one building for this purpose being opened at Montreal in 1911, and at Quebec in 1912. Night schools have been carried on since 1889 by the board of instruction in Montreal in the special interest of foreigners. A protestant technical and commercial high school was established for day and evening work by the Protestant Board of School Commission of Montreal. An agricultural college and a school for domestic science were also opened at Macdonald College. An agricultural college was opened at St. Anne de la Pocatière in 1859, and at Oka in 1895. A dairy school was opened at St. Hyacinthe in 1892. In 1921 an act established demonstration farms and intermediate agricultural schools. The protestant committee has one technical institution and school of arts and manufactures under its control. The Catholic school of arts and manufacture and the technical school of Quebec and Montreal are also open to Protestants.

Consolidation.—Consolidated Protestant intermediate model schools have been erected at Bulwer in Eaton township, Way's Mills in Barnston, St. Andrews East, Ascot, Hudson, Shigawahes and Island Brook.

ONTARIO.

Summary of all Educational Institutions.—During the school year last reported (calendar year 1921 for public and separate schools; school year 1921-22 for other schools), the total number attending educational institutions in Ontario was 719,870. Of these, 501,236 were enrolled in 6,280 public schools (including 436 enrolled in 5 Protestant separate schools); 83,977 in 621 Roman Catholic separate schools; 7,505 in 160 continuation schools; 22,734 in 47 collegiate institutes, 16,371 in 123 high schools; 2,533 in 24 night elementary schools; 1,635 in 11 night high schools; 5,844 full time pupils in 14 day vocational schools; 574 part time pupils in the same schools; 1,604 special pupils in the same schools; 32,545 pupils in 55 evening vocational schools; 92 pupil teachers in 4 Autumn model schools; 524 pupil teachers in 8 Summer model schools; 1,815 in normal schools; 155 in the school for the blind at Brantford; 320 in the school for the deaf at Belleville; 16,821 in 7 universities and 14 affiliated professional colleges, excluding those also registered at the universities to which they are affiliated; 7,705 in 38 private elementary and secondary schools reporting¹; 12,229 in 72 private business colleges reporting; and 3,625 in 91 Indian schools. This total of 719,870² corresponds to a total of 688,093 during the previous year.

The following table will give the increases or decreases over the previous year.

	Number of Schools		Enrolment	
	Actual increase	Percentage of previous year	Actual increase	Percentage of previous year
Public.....	73	1.2	13,145	2.7
R. C. Separate.....	27	4.5	7,096	9.1
Continuation.....	16	11.1	1,682	28.9
Collegiates and high schools.....	2	1.2	5,277	15.5
Night Elementary.....	0	56.3	964	61.6
Night High.....	20	64.5	3,776	69.8
Vocational Day, full time.....	1	7.7	2,744	105.6
Vocational Day, part time.....			333	36.7
Vocational Special.....			585	57.4
Vocational evening.....	4	7.8	5,248	19.2
Autumn Model.....	0	—40.0	—12	—15.6
Summer Model.....	0	0	93	22.0
Normal.....	0	0	369	25.5
School for blind.....	0	0	9	6.2
School for deaf.....	0	0	20	6.7
Universities.....	0	0	—1,259	—10.9
Colleges.....	0	0	575	11.4
Private schools.....	0	0	603	8.0
Business colleges.....	0	0	1,763	14.4
Indian schools.....	0	0	35	1.0
Total.....	110	0.1	30,122	4.4

¹Excluding 432 registered at the same time at private schools and universities. ²Including 215 in agricultural schools.
See note 17, page 74.

When it is remembered that population increases by a very small ratio, and that consequently an increase of, say, 5 p.c. in any activity which has been going on for some time would be many times out of proportion to the increase in population, the increases during the year shown in the above table are remarkable—particularly those in the cases of the secondary pupils, the night elementary, the vocational day full time and the vocational evening. The decreases in the night high schools may perhaps be explained by the increases in the evening vocational schools.

It should be mentioned that a portion of the enormous increase in full time vocational pupils is due to the fact that 1,268 enrolled in a High School of Commerce, which school was listed with the ordinary high schools in the figures of the previous year, are included in the figures of full time vocational day pupils. When placed on the same basis as the previous year, the figures are:—

	1920-21	1921-22	Increase	Increase
Continuation schools.....	5,823	7,505	1,682	p.c. 28.8
Collegiates and high schools.....	34,128	40,673	6,545	19.1
Day vocational school (full time).....	2,600	4,076	1,476	56.7

The decrease in Autumn Model school attendance may be considered as an asset, since it means that the need, and consequently the demand, for third class teachers is passing. (For statistical summary see table 91, page 135).

Elementary and Secondary day Schools.—(Public, Separate and day secondary schools). It is seen above that the total enrolment in the ordinary grade day schools was 632,123, and in the day vocational schools was 7,522. The public and separate schools had 585,213 enrolled. Of the 501,236 public school pupils, 215,585 were in rural schools, 190,082 were in city schools; 71,652 in town schools and 23,917 in village schools; these schools numbering respectively 5,548, 321, 257 and 154. Of the 83,977 in Roman Catholic separate schools, 20,166 were in rural schools; 40,957 in city schools; 21,157 in town schools and 1,697 in village schools; these schools numbering respectively 374, 135, 96 and 16. Thus, in what might be termed elementary schools in Ontario, (that is in contradistinction to organized secondary schools) there were 236,201 in rural schools; 231,039 in city schools; 92,809 in town schools; and 25,614 in village schools. These schools numbered respectively 5,922, 456, 353 and 170.

The following table will give a brief description of the increase over the previous year in elementary schools in the four different types of communities.

ELEMENTARY SCHOOLS

	Number Enrolled, 1921			Increase over previous Year			Increase as percentage of Previous Year's Pupils		
	Public	Separate	Total	Public	Separate	Total	Public	Separate	Total
Rural.....	215,585	20,166	236,201	7,911	1,396	9,307	3.8	7.4	4.2
City.....	190,082	40,957	231,039	4,067	4,008	8,105	2.2	10.9	3.7
Town.....	71,652	21,157	92,809	1,477	1,672	3,149	2.1	8.6	3.5
Village.....	23,917	1,697	25,614	—340	20	320	—1.4	1.2	—1.3
Total.....	501,236	83,977	585,213	13,145	7,096	20,241	2.7	9.1	3.6

For details see statistical tables on pages 80, 90, and 96.

It is interesting to see that the enrolment in rural schools has increased more than that in any of the three other types of schools. In the previous year the rural enrolment was 40.08 p.c. of the total enrolment; in this year it was 40.28 p.c. The apparent decrease in the village public school enrolment may have very little significance and may even be misleading, as this would have happened if some villages had changed their status and become towns during the year. The increase in the enrolment in towns includes 400 enrolled in a town which was not listed in the previous year's report.

The trend in the enrolment in elementary and secondary schools in Ontario may be seen by consulting table 4. Attention is called to the steady increase since 1904 with the exception of the war years, also the quick recovery after the war. The depression from 1899 continuing on the downward grade till 1904 is also characteristic of Nova Scotia and New Brunswick as may be seen by consulting the same table. It will be noticed that recovery from this depression was not completed in Ontario, (that is, that the curve does not again reach the level of 1899) until 1912. The rapid rise since 1904, and especially since 1918 is remarkable, and it would show still more so if it were possible to include technical and other educational activities, as well as ordinary school enrolment for the years represented.

Average daily attendance.—The average daily attendance in elementary schools during the year was 405,825; in continuation schools, 6,309; in high schools and collegiate institutes, 34,262; and in vocational full time classes 4,260; the total average daily attendance being 450,656. This represented an increase of 52,392 or 13.2 p.c. over that of the previous year. The distribution of these increases may be seen as follows.—

	Average Attendance, 1920-21			Increase over Previous Year			Per Cent of Increase		
	Public	Separate	Total	Public	Separate	Total	Public	Separate	Total
Rural.....	137,605	13,293	150,898	17,269	2,185	19,454	14.3	19.7	14.8
City.....	138,460	30,431	168,891	11,514	3,471	14,985	9.1	12.9	9.6
Town.....	52,416	15,107	67,523	5,524	1,945	7,469	11.8	14.8	12.4
Village.....	17,265	1,248	18,513	1,410	103	1,518	9.0	9.5	9.0
Total.....	345,746	60,709	406,825	35,717	7,709	43,426	11.5	14.7	11.9
Continuation schools.....			6,309			1,519			31.7
Collegiate and high schools.....			34,262			5,310			18.3
Vocational (full time).....			4,260			2,137			100
Grand total.....			450,656			52,392			13.2

It is noticeable that among the elementary schools showing increase in attendance, rural schools take the first place. As explained above, the enormous increase in the vocational full time courses is partly due to the fact that a high school of commerce (average attendance 1,117 full time) was removed from the list of high schools and placed in the list of vocational schools since the previous year. Even if the vocational schools were placed on the basis of last year, the increase would be about 49 p.c. while the increase in the collegiates and high schools would be 22.2 per cent. A yearly increase of this magnitude, especially the 31.7 p.c. increase in continuation schools, would seem to indicate the existence and operation of powerful educational agencies. A glance at table 9 shows that while the increment during the last year is greater than during the previous year recorded in the table, it is but a continuation of an increase which has been going on steadily since 1893. It is noticeable that while the enrolment has suffered rather severely, that of average attendance has gone on steadily with the exception of an arrest during the war years and a depression owing to the influenza in 1918. It is probably apparent to all that ideal conditions would make the curve of average attendance coincide with the curve of enrolment. The steady convergences of the two curves for such a long period ought to be an indication that the conditions which have been warring against regularity of attendance have been energetically attacked.

New information leading to a closer analysis of regularity and irregularity of attendance—probably the most important feature bearing upon educational progress—is given in the latest report of the Minister of Education. This consists of statistics not only of the average daily attendance and the percentage this bears to the total enrolment, but also of what is termed the “possible” percentage in daily attendance. For example, a number of pupils begin late in the school year as in the case of very young children who commence in the late spring; others begin early and leave school before the end of the year; others through illness or other causes miss a continuous period, either at the beginning or end of the year. All these are not necessarily on the register during the whole year, and their “possible” attendance is the time they are actually on the register. The possible attendance of all pupils regardless of these considerations would be of course the whole year, but usually it is considered as the time the schools were actually open, so that the average daily attendance of 405,825 in elementary schools out of an enrolment of 585,213 means that an average of 69.38 p.c. attended every day the schools were kept open while an average of 30.62 p.c. lost the whole period that the schools were kept open.

Now the percentage of actual to “possible” attendance in the same schools was 86.18. This last percentage is based upon the aggregate number of days actually attended by all the pupils as compared with the possible aggregate number of days they would have attended if they had been present every day they were actually on the register. It is clear that the pupils on an average lost 13.82 per cent (100—86.18) of the time they were actually on the register and that this represents irregularity proper.

A proof of public interest may be cited in the words of the provincial attendance officer. “A growing desire on the part of the general public to make greater use of the educational facilities now provided by improved attendance is everywhere apparent. This statement is borne out by the appointment of officers by the local school boards in territory without municipal organizations where such appointments are optional, and by appointments made by local authorities within two counties which had county officers, where no obligation rested upon the local authorities to take such action. For the year 1921, 62 made appointments, while for the year just closed the number of these school boards appointing officers increased to 99. In the counties referred to above, 13 local authorities voluntarily appointed local officers in addition to the county officers. Not only is the enrolment greater than ever before but the percentage of average to total enrolled attendance is the highest in the history of the province. There has been a total increase in the enrolment in the provincial primary and secondary schools of 29,944, in the year and an increased daily attendance of 52,393 pupils.”

Some of the agencies at work in improving regularity of attendance in Ontario must be invisible and subtle and incapable of analysis, *e.g.*, greater interest in education; economic conditions, etc. A great deal of the improvement however, must be directly attributed to the activities of educational authorities. It may be useful therefore to give a brief sketch of the history of compulsory regulations in the provinces.

Ryerson's scheme of an ideal school system included compulsory attendance. In 1871 the school Improvement Act required parents to utilize opportunities for free instruction of children between 7 and 12 years of age for four months in the year. In 1881, five years after Ryerson's resignation, a compulsory Act was passed making it permissive to enforce attendance of children between 7 and 13 years of age for 11 weeks in the year and to appoint truancy officers to enforce this Act. In 1891 another Act was passed providing for the appointment of truancy officers to enforce attendance of adolescents not over 17 years of age. In 1912 an Adolescent Attendance Act was passed providing for local officers in enforcing attendance of adolescents. This Act was amended in 1916 empowering any board to require the attendance of adolescents not over 17 years of age, and not especially exempted, at a day or night school in the municipality, a clause being inserted providing that a by-law passed by a board of education should apply only to children in public school. In 1919 two attendance acts were passed; one, the Compulsory Attendance Act, required full yearly attendance of children from 8 to 14 unless specially exempted; any child who began school before the age of 8 was to attend regularly. This Act made the appointment of an attendance officer compulsory. The other Act, the Adolescents Attendance Act, required full yearly attendance of adolescents between 14 and 16 who had not attained to university matriculation standing, unless specially exempted. Such as held employment permits were required to attend part time for 400 hours a year and the community was required to provide part time school accommodation. This part of the Act was to come in force in 1921. The adolescents who between 14 and 16 had not attended full time were required to attend part time for 320 hours a year between the ages of 16 and 18 (to come into force in September, 1922). A provincial attendance officer was appointed to begin duties in 1920. The specific duty of an attendance officer is to see that all children in the area under his supervision have the advantages of regular schooling. "Generally they have performed their duties more by tact and persuasion and by the removal of causes of non-attendance than by the use of penalties provided for by the law. In the disclosure and removal of conditions which bring about irregular attendance the officers render the greatest possible public service. Only 406 cases were reported in the whole province as having been taken into the courts in 1921-22. Some of the most valuable work of attendance officers is in the prevention of juvenile delinquency, since delinquency is often either associated with habits of irregularity of attendance, or suggested by the opportunities afforded by non-attendance. The satisfactory attendance officer may always be relied upon to render assistance in every movement which is for the welfare of children. An important duty, the issuance of home permits and employment certificates, was placed upon attendance officers by the Adolescent School Attendance Act. Before issuing exemptions an officer must know the home conditions, the character of the work to be entered upon and the educational standing of the applicant. He is also in a position to discover any special aptitude gift or bent. It is evident, then, that the officer has unusual opportunities to become a vocational guide. Home permits to fourteen and fifteen year old adolescents are granted in rural districts. Employment certificates are issued chiefly in urban municipalities. Part time courses for employed adolescents are now required by the law in urban municipalities having a population of 5,000 or over. There are in the province some 47 urban municipalities to which the part time provisions of the Act apply. From some centres come definite assurance that all adolescents are attending full time up to sixteen years of age; consequently part-time classes are not required!" There is no doubt that another very strong contribution to the improvement in regularity of attendance has been offered by activities in Manual training and Agricultural education in the elementary schools. This feature is discussed below in connection with a review of these activities.

Age-Grade distribution.—In 1921, a beginning was made by the province in collecting statistics of the classification of pupils according to age, sex and grade. A table of such a classification in secondary schools was published in the Statistical Report of Education in Canada in 1921. A similar table for 1922 is given on page 112 of the present report and tables of age-grade and age-sex-grade distribution in city, town and village public schools are given on pages 94, 97 and 104. For the sake of uniformity and especially the saving of space in translation, the word "Grade" is substituted for the Junior and Senior divisions of each "Book". It is hoped that similar statistics for rural schools may be available in the near future.

Teachers.—The number of teachers in day schools during the year² was 16,204, of whom 12,556 were in public schools; 1,848 in Roman Catholic separate schools; 1,302 in collegiate institutes and high schools; 286 in continuation schools and 212 in day vocational schools. Over the previous year there was a total increase of 535 in the number of elementary teachers and an increase of 135 in the number of male teachers. The number of these was 1,641 or 11.39 p.c. of the whole. In the previous year they formed 10.85 p.c. of the whole. Of the teachers in continuation schools, 74.82 were women; and in the high schools and collegiate institutes 52.92 p.c. were women—an increase in the percentage of women in both classes of institutions over the previous year. The number of teachers holding second class certificates was 10,589 in 1922 as against 10,133 in 1921. The number of temporary certificates during the same period decreased by 257 or more than 20 p.c. (for full statistics of teachers by qualifications and salaries see page 130).

Teacher-training.—The training of teachers in Ontario is organized under a director of professional training. His sphere includes the college of education with an enrolment of 631 students; 7 normal schools with an enrolment of 1,815 students; and 12 model schools with an enrolment of 616 students. The enrolment in the various courses in all the teacher training institutions was as follows:—

Pedagogy course—		
Regular.....	70	At the College of Education.
Summer.....	58	“ “ “
High School assistant's course.....	205	“ “ “
Household Science course.....	18	“ “ “
Elementary Art course.....	23	“ “ “
Elementary Physical Culture.....	138	“ “ “
First Class course.....	331	At the Normal Schools.
Second Class course.....	1,475	“ “ “
Kindergarten Primary course.....	385	40 at the Normal Schools and 315 at the Summer course.
Third Class course.....	276	At the Model Schools.
District Certificate course.....	210	“ “ “
Other courses.....	130	“ “ “

¹ See Report of provincial attendance officer, 1922.

² Calendar year 1921 for elementary school, school year 1921-22 for secondary schools. The figures for secondary schools on pages 76, 80 and 130 are as on January, 1923 to enable the classification to be made in the detail given on that page; also in order to give the latest figures.

In this report, the director points out the fact that while fifteen years ago 3,500 elementary school teachers held only Third Class Certificates as against 4,600 holding higher certificates, now only 1,100 hold Third Class as against 11,500 holding higher certificates. In the last year, while only 276 were training for Third Class, 1,800 were enrolled in the Second or First Class courses. The number of male students in these teacher training courses is also increasing, 92 being enrolled in the High School Assistant's course, 98 in the First Class course, 199 in the Second Class course and 52 in the Third Class course. Since the opening of the College of Education in 1920 the registrations of High School Assistant's course had increased from 70 to 205: This college is now making a serious effort to meet the demand for advanced training in education. In 1922 it recommended 3 men for the D. Paed and 2 for the B. Paed degrees. In the B. Paed and D. Paed courses of the Summer session of the same year it enrolled 58 teachers and in the regular session 10 teachers. The total enrolment in the courses leading to these two degrees was 156.

Secondary Education.—Secondary education should not be confused with secondary schools. Table 55 on page 103 shows that there were in attendance in Ontario during the calendar year 1921 in secondary grades 1,875 pupils in urban public schools, of whom 1,575 were in cities, 80 in towns and 220 in villages. Besides these there were 3,260 in rural public schools; and 2,825 in Roman Catholic separate schools, of whom 543 were in rural schools, 2,141 in city, 93 in town and 48 in village schools. These were all in addition to the pupils in secondary schools which now exist under four names: continuation schools, providing facilities for secondary education to village and rural pupils; high schools; collegiate institutes; and day technical schools. In all institutions offering secondary education, then, there were 60,214 pupils, of whom 7,960 were in graded or ungraded "elementary" schools; 22,734 in collegiate institutes, 16,671 in high schools, 7,505 in continuation schools, and 5,344 in full time classes of day technical schools. The secondary grade pupils in elementary schools are called fifth class pupils. There are in existence special organizations called fifth classes to the number of 121 with an enrolment in 1921-22 of 1,338 pupils as against 1,001 in 1920-21. Of these, 5 with 74 pupils were in consolidated schools and 98 were in rural schools other than consolidated. As already seen, only 3,803 out of the 7,960 fifth class pupils were in rural schools, the remainder 4,157 being all but 441 in city schools. It is seen, then, that these fifth class pupils co-exist in cities with collegiate institute pupils. Five cities have fifth class pupils in public schools and 8 cities in separate schools. The fifth class includes the work of Grades IX and X and corresponds to the lower form of secondary schools, perhaps without the same facilities for taking optional subjects, laboratory work, etc. as in the secondary schools.

Of the 39,405 in high schools and collegiate institutes the following number of pupils were from families whose head was occupied as below.

—	Com- merce	Agri- culture	Teach- ing	Other profes- sions	Trade	Labour	Other occupa- tions	Without occupa- tion	Total
1921-22.....	9,307	10,119	554	1,822	8,149	3,442	4,554	1,458	39,405
1920-21.....	8,118	8,583	529	1,711	7,236	2,813	3,856	1,282	34,128
Increase.....	1,189	1,536	25	111	913	629	698	176	5,277
Per cent increase.....	14.6	17.2	4.7	6.5	12.6	22.4	18.1	13.7	15.4

The distribution by age, sex and grade in the secondary institutions may be seen on page 112. Out of the 47 collegiate institutes, 4 offered courses in agriculture to 355 pupils; 20 in manual training to 3,250 pupils; 21 in household science to 3,435 pupils and 25 in commercial subjects to 1,872 pupils. Out of the 123 high schools, 17 offered courses in agriculture to 1,068 pupils; 3 in manual training to 140 pupils; 6 in household science to 333 pupils and 19 in commercial subjects to 745 pupils.

Of the 5,344 full time vocational day pupils the following number of pupils were from families whose head was occupied as below.

—	Com- merce	Agri- culture	Teach- ing	Other profes- sions	Trades	Labour	Other occupat- ions	Without occupa- tion	Total
1921-22.....	1,219	203	57	79	2,008	462	798	518	5,344
1920-21.....	597	144	30	70	959	193	376	231	2,600
Increase.....	622	59	27	9	1,049	269	422	287	2,744
Per cent of increase.....	104.2	40.9	90	12.9	109.4	140	112.2	123.9	105.5

It would seem that the enrolment of boys is gaining considerably on that of girls. The large increase in girls in the vocational full time day courses is explained by the fact that a high school of commerce was removed from the list of high schools during the year and placed on the list of vocational schools. This school had 1,268 full time day pupils in 1921-22 of whom 381 were boys and 887 were girls. In the previous year it had 1,049 pupils of whom 299 were boys and 750 were girls. The preponderance of girls in this school throws the increase of girls in vocational schools out of proportion, but even in this school the boys increased by 27.4 p.c. as against an increase of 18.3 p.c. in the case of girls. The proportion between boys and girls would no doubt show a greater disparity if it were possible to include the 6,083 rural and separate school pupils not given by sex; but the round proportion of 85 to 100 would probably express almost the exact numerical relationship between the sexes in secondary grade in Ontario. The table on page 112 shows what a gain this means for the boys, for it seems that in one year and in one province the proportion of boys was less than one to two. That the vocational schools may in a measure be thanked for this increase may be seen from the large increase in boys in these schools, but there is no doubt that factors like the Adolescent Act and many other conditions, including public interest, have contributed.

Among the factors contributing to the general increase in enrolment in secondary schools, special mention should be made of the continuation schools. In 1921 there were 17 of these schools opened for the first time; in 1922, 26 such schools were opened. The continuation schools are divided into three classes; "C" one teacher schools (that is one teacher devoting full time to high school work), or one full time and one part time teacher; "B." two teacher schools; "A." three or more teacher schools. The development since 1918 in the growth of these schools and the passing from a lower to a higher category may be seen as follows:—

Type of Continuation Schools	Number of Schools				
	1918	1919	1920	1921	1922
C. one teacher.....	25	25	23	34	46
C. 1½ teacher.....	8	9	13	11	13
B. two teachers.....	97	101	100	102	103
A. three or more teachers.....	3	2	8	12	19
Total schools.....	133	137	144	159	181
Total teachers.....	244	251	273	297	336

This does not take into account the number of continuation schools raised to the status of high schools. In 1920, 4 continuation schools became high schools; in 1921, 3 and in 1922, 5. The normal order of development of a school seems to be as follows: A fifth class public school becomes a "C" Continuation school, then a "B" school, then an "A" school and is finally raised to the status of a high school.

Secondary education in Ontario had a beginning as early as 1797, when the home government sanctioned an educational endowment for the province and the establishment of free grammar schools. In 1807, £100 a year was assigned to each of the eight districts of the province to pay the salary of a school teacher. Five or more trustees for each grammar school were appointed to select teachers and make rules for the conduct of the school. An "Academy" was opened at Bath in 1812. In 1819 provision was made for annual promotion from the common school. An Act of 1850 was the first attempt to place under control the secondary institutions, giving trustees of common schools the right to classify the schools under their charge as primary, intermediate and high schools, or to establish a single school with three departments similarly graded. In 1855 Ryerson carried the point of transferring secondary education from the control of the university council to that of the chief superintendent of education and council of public instruction on which representatives of the university and college were to act. A grant was to be made from the grammar school fund for teachers' salaries; studies were to be prescribed by the council; the superintendent was to visit the schools; the local trustees were to engage the teacher; the fees were to be as low as possible; and education was to be purely voluntary. In 1865 an act introduced the payment of grants to the schools on the basis of attendance, and the trustees of the municipality were made responsible for raising a sum equal to the government grant. The elective system was introduced into the appointment of trustees. In 1874 obligatory assessment for contribution to high school maintenance was introduced; high schools of superior equipment were to be called collegiate institutes, and to become entitled to increased grants, and the payment of grants were to be fixed on the basis of results, not of population. In 1907 a system of secondary schools called continuation schools was established. These were evolved from Continuation classes, grade A, in the elementary schools, which as early as 1897 existed to the number of 27—20 being one teacher schools and 7 two teacher schools—and an enrolment of 1,275 pupils. These continuation schools have grown from 91 in 1907 (65 one teacher, 24 two teacher and 2 three teacher schools) with an enrolment of 3,993 pupils, to 160 in 1921-22, of which 46 were one teacher schools, 102 two teacher and 12 three teacher schools and an enrolment of 7,505 pupils. As already seen, these schools are linked from below with continuation classes called "fifth classes" and from above with high schools to which status they may be promoted on coming up to high school standards.

Rural School Organization-consolidation.—(see table 66 page 114).—As shown above and on page 80 during the calendar year 1921 there were 235,751 pupils—121,502 boys and 114,249 girls—in rural schools in Ontario. These were accommodated in 5,922 schools with 6,871 teachers—717 male and 6,154 female. Of the schools, 472 were graded—328 having two rooms, 72, three rooms, 26, four rooms and 46, more than four rooms. Of all the rural schools, 155 had school medical inspection; 26, nurse with medical inspection; 171, inspection by nurses only; and 149, dental inspection. The nurse inspection was done by a staff of 23 nurses. In the matter of special subjects taught, 48,956 pupils were instructed in agricultural subjects; 15,919, in manual training; 9,024, in household science and 583, in commercial subjects. There were 5,588 of the rural schools with libraries having a total of 1,024,487 volumes. The total expenditure in these schools was \$10,506,174 or \$45 per pupil enrolled or \$69 in average attendance.

The daily average attendance of these schools was 150,898 or 64 p.c. of the enrolment as compared with 69.38 p.c. in all public and separate schools. The percentage of actual to possible attendance, that is, the percentage of the actual aggregate number of days the pupils attended to the number of days they could have attended from the date of their enrolment, or of their reaching the compulsory age, or of their leaving school—was about 83 p.c. as against 86.18 in all the public and separate schools.

Of the 235,751 pupils in rural schools, 45,823 were doing the work of the "Fourth Book", that is of grades VII and VIII; while 3,803 were fifth class pupils; that is grades IX and X. It has already been pointed out that 10,119 of the pupils attending high schools and collegiate institutes, and 3,841 attending continuation schools, and 203 attending vocational day classes, or 14,163 in all, were children of farmers. In other than rural schools the number in 4th classes was 65,526 and in fifth classes, 4,157, out of a total of 349,462. Thus 19.5 p.c. of the rural children were in 4th classes in rural schools and 19.0 p.c. of the children including no doubt some rural children in close proximity to urban centres, were in 4th classes in urban schools. Thus the proportion ready for high school was somewhat higher among the rural than urban children. The proportion of rural school children doing work of high school grades in all secondary institutions including fifth classes, however, was about 7.2 p.c. (of a total of 235,751 + 14,163); while that of other children was 11 p.c. (of a total of 349,462 in elementary schools + 38,091 in secondary schools).

Of the 4,989 rural schools with one teacher, 4,330 were situated in counties and 659 in districts. Of all the rural schools in the province, according to the director of rural school organization, 55.3 p.c. had an average daily attendance of less than 20 pupils, nearly 13 p.c. having an average of less than 10. In the 645 schools that had an average of less than 10, the daily average attendance was 4,262. An estimate brings the expenditure per pupil in average attendance in these schools to \$182 as against \$73 on all rural schools. In 272 schools in organized centres with a daily average attendance of less than 5, the amount paid in government grants was \$19,870 or \$110.39 per pupil in average attendance; in 499 schools with an average of from 5 to 10, the amount paid was \$190,481 or \$19.30 per pupil; and in the whole 1,381 schools with an average of 15 or less, the amount was \$346,377, or \$23.97 per pupil. In all the 4,330 rural schools of the organized centres, the average amount per pupil was \$11.96. Nearly one third of all the rural schools had an average attendance of less than 15, and these schools absorbed nearly one quarter of the legislative grants.

The foregoing should give some idea of the conditions in rural schools. The solution proposed by the rural school organizer in the interests of both economy and efficiency is in the main an organization that may lead either immediately or ultimately to consolidation. The obstacles to the immediate carrying out of a scheme for consolidation on a large scale are topographical conditions and capital cost in contracting the scheme. The method suggested by the organizer is a careful survey of each county, to determine the most favourable and economical grouping of schools for consolidation. He suggests that "Provisions might be made, where consolidation is not feasible, for placing secondary school education within the reach of every boy and girl in the rural areas, with facilities for some vocational training. This might be done by: (1) a means of transportation to the present continuation or high schools; (2) by the establishment of rural or township continuation schools at strategic points where other secondary schools are not accessible, with homemaking and agricultural departments, and a transportation system. It would then be possible to establish part-time courses in a comprehensive basis for rural pupils. The regular staff would in most cases have to be supplemented by a corps of itinerant instructors for special vocational work."¹

An Act of 1899 legalized the organization of consolidated schools and one at Guelph was the first result. Up to 1919 only about eight had been established. In 1919 an Act was passed respecting consolidated schools. By this Act an existing section may be divided, and a part form a consolidation while another part may retain its identity, or unite with a contiguous school section. Union school sections may be consolidated. Grants to consolidations are not to be less than the individual units received before consolidation, and if any extra teachers are needed, grants shall be allowed as for principal teachers for each unit in the consolidation and as for assistant teachers for each extra teacher employed. By 1920 ten consolidations were in operation. In 1921 an officer of the Department of Education called "Director of Rural School Organization" was appointed. His first report should be of great interest and may be found on page 42 of the Report of the Minister of Education for the year 1922.

The stage to which consolidation had reached in Ontario in 1921 may be seen on page 113. It will be seen that there were 16 consolidations of about 60 original districts. The enrolment was 2,031 of whom 946 were transported. The average attendance ranged from 76 per cent to 97 per cent of the enrolment; 3 consolidations having an average of 76 or under 80 per cent; 7 having over 80 per cent or under 90 per cent; and 5 having over 90 per cent. The total maintenance cost was \$120,264. Eleven of the schools had high school facilities while 3 had 5 full time and 1 half time teachers for high school work; 8 had common halls; only in two cases was the salary of the teachers under \$1,000; 8 had facilities for teaching agriculture; 6, manual training; 10, domestic science; and 4, music. The longest route for conveyance was 7 miles and the shortest 1½ miles.

Agricultural, industrial and other Technical Education.—The various phases of vocational or pre-vocational and cultural work in the schools include the following activities: 1. elementary agricultural classes; 2. manual training and domestic science in the ordinary schools; 3. industrial and technical education in vocational schools; 4. work of college grades in agriculture and applied science.

¹Report of the Director of Rural School Organization, 1922.

Elementary Agricultural Classes.—During the year there were 1,672 ungraded public schools and 74 ungraded separate schools with classes in agriculture. In connection with these schools there were respectively 1,084 and 439 home gardens and 588 and 35 school gardens. In the same year there were 250 graded public and 51 graded separate schools with classes in agriculture operating respectively 105 and 51 home gardens and 145 and 23 school gardens. It will be seen that they have increased from 4 in 1903 to 2,047 in 1922; and the school gardens from 208 in 1914 to 796 in 1922. Since 1915, the number of high schools qualifying for grants have increased from 11 without plots to 30 with 27 plots in 1922. The number of pupils taking agricultural training in the public and separate schools in 1921 was 70,700; in the continuation schools 186; in the high schools and collegiate institutes, 1,423. A detailed statement of these may be seen on page 117. The school fair organizations are directly under the charge of agricultural representatives, and co-operate with teachers and inspectors. Of these there were 50 in 1922. There were 87 public and separate school inspectors who held intermediate certificates in agriculture. Courses are provided at the Ontario Agriculture College covering two consecutive summers of five weeks each. These courses were introduced in 1913, and since 1914, 166 teachers have qualified for Intermediate certificates in agriculture, 33 of these qualifying in 1922. In the normal schools, teachers in training for first class and second class certificates receive regular instruction in methods and have some practice teaching in agriculture. Twenty-three schools are affiliated with the normal schools for this purpose. Summer courses at the Ontario Agriculture College had in 1922, 471 students of whom 4 were inspectors. In the same year 118 were in attendance at summer courses at Whitby Ladies College, 33 at the Northern Academy at Monteith and 64 at the Agricultural school at Kemptville.

Manual Training and Domestic Science.—This activity is carried out by a centre system. Rooms are equipped in some central school and children from the other schools attend this centre at stated periods. In the larger schools the manual training and household science teachers take charge of their subjects throughout the whole school and spend their whole time with the pupils of the one school. Household science teachers are now being trained at the College of Education which gives one full year of training in household science to students who already hold a second class professional certificate. Courses are also given at the Macdonald Institute at Guelph, and qualifying certificates are given to students. At present there is no provision made for qualifying manual training teachers other than that made in summer schools. Training classes were formerly held at the Ontario Agricultural College. During the year, two summer schools were held in manual training and one in household science. These are held for five weeks in July and August. An experiment was initiated two years ago of holding classes on Saturdays throughout the year. Students taking these courses attend the summer school in Toronto and take Part II of the work, thus completing the course for the elementary certificate in one year. In 1919 manual training and household science were taught in 198 rural schools; in 1920, in 308 schools; and in 1921-22, in 420 schools.

In all day schools, except the vocational schools, there were 126,834 pupils, taking manual training and 79,200 household science. The distribution of these may be seen on page 116.

Industrial and Technical Education.—The activities in agriculture, manual training, and household science discussed above are in addition to what is known in Ontario as industrial and technical education. The former activities are either included with the ordinary school courses or consist of regular or short summer courses given for the purpose of training teachers for the work in ordinary schools. It is not always easy in discussing agricultural courses to differentiate between the activities of ordinary normal schools, the agricultural colleges and the various agricultural schools. It is, however, roughly accurate to state that summer courses in the various agricultural institutions, at the Saturday classes, etc., in the normal schools are for the purpose of training inspectors and teachers who are in charge of ordinary (not vocational) schools. Discussion on manual training and household science should be considered as referring entirely to the ordinary schools and the training of teachers therein. On the other hand, "Technical" education is carried on in a distinct system of schools—called technical or vocational schools. The day vocational schools are co-ordinate with the secondary schools, and all their pupils may be added to the pupils of the secondary schools. Pupils qualified to enter day high schools are admitted to full time day courses in commercial or technical high schools; pupils of at least fourth form standing are admitted to a general, special or part-time course in an industrial, a home-making or an art school, or in an agricultural high school, or to a special or part-time course in a commercial or technical high school; workmen or work women employed during the day may be admitted to a vocational evening school if competent to receive instruction therein. The vocational day schools therefore, include all day technical work except: (1) manual training and domestic science in the ordinary elementary schools and in normal and agricultural schools; (2) agricultural work in the ordinary schools and in the agricultural high schools; (3) any kind of technical work, whether agricultural or industrial, above secondary grade. During the year 1921-22 there were in the 14 day vocational schools, 5,344 pupils—3,067 boys and 2,277 girls, 2,722 of whom were admitted for the first time to a secondary school. In 4 of these day vocational schools there were 574 part time day pupils—251 boys and 323 girls. In 8 of the day vocational schools there were 1,604 special pupils—540 boys and 1,064 girls. The subjects of instruction were ordinary academic high school studies (English, History, etc.) and over 50 different kinds of practical vocational subjects. It should be noticed that among these were included housekeeping and commercial subjects. In 55 evening vocational schools there were 32,545 pupils—14,652 males

and 17,893 females. Among the interesting items of information given by the director of Technical Education is the fact that of the 32,545 evening pupils 20,963 were born in Canada; 9,038 in the British Isles; and 2,544 in other countries. The number of teachers employed were 212 full time and 60 part time teachers in day schools, and 1,075 teachers in evening schools.

The direction of vocational education includes also the training of teachers for vocational subjects. The second annual session of the summer school for this purpose at Toronto, held from July 3 to August 4, 1922, had an enrolment of 17 first year and 13 second year men, and 73 first year and 42 second year women. The second year students consisted of those who had completed satisfactorily the work of the first year given in 1921. The first year students were made up of three groups: (1) teachers of trade or technical subjects who held temporary certificates; (2) other persons with approved qualifications looking forward to teaching vocational subjects; and (3) teachers holding certificates in domestic science who wished to take the practical course in dressmaking. Attention is called to the part time courses in view of what has already been said regarding the Adolescent Act on page 27.

Forms of household science were endorsed as optional subjects in Ontario in 1894 and made obligatory in 1897. Agriculture was introduced tentatively into the course of study of the 4th and 5th classes in 1891 and made obligatory in all but urban schools in 1899, in which year commercial subjects were also given a definite status in the fifth and lower classes, and manual training was admitted as optional in the same classes. In 1902, when the grants of Sir William Macdonald for manual training had ceased, a schedule for manual training, etc., was undertaken by the government and regulations were made regarding the certification of teachers in these subjects. Under an act of 1909, directors of technical education and agricultural education were appointed. In 1911 an Industrial Education Act was passed empowering municipalities to establish schools for industrial instruction and to provide for this taxation. Shortly after, in 1913-4, provision was made for their assistance by legislative grants. By 1915 forty two had been established—only two urban municipalities of a population exceeding 800 had not established schools while most of the smaller towns which were industrial centres had taken action. There were in that year 7 day schools (4 full time industrial schools and 3 technical departments of high schools). In 1919 the province participated in the Dominion Grant for technical education. In 1921 an Act authorized provision for the education of duly admitted pupils in the following schools and departments: 1, industrial; 2, homemaking; 3, art; 4, technical high schools; 5, agricultural high schools; 6, commercial high schools. (For full statistics of technical education see page 117).

Medical Inspection.—A School Health Division under a medical director reports the existence of some twenty units (with two commencing at the new year 1923), made up of a combination of rural and urban schools, for the purpose of employing a permanent school nurse. There are now in the province 63 centres equipped with full time school Health service, employing in all 6 physicians, 12 dentists and 95 nurses.

Auxiliary Classes.—There are now in Ontario 74 auxiliary classes for physically and mentally defective children as against 43 in 1921. A regulation has recently been approved which makes provision for the formation of a training class in any school area of which the whole or part is rural and which contains more than 12 children who should be placed in a training class. Provision has also been made for the formation of training classes composed of 28 pupils with two teachers. The Department provides free surveys of all areas where school boards desire to establish training classes. During the summer of 1922, 57 teachers passed the final examination of the course for Auxiliary class teachers. A very interesting and important item of information given in the report of the inspector of Auxiliary classes points to the conclusion that the judgment of ordinary school teachers as to the mentality of pupils may be successfully used as a preliminary intelligence test. The importance of this judgment, not only as a means of detecting psychopathic cases, but as a check upon the tests themselves, will probably only be realized after the lapse of some years. The 74 auxiliary classes in Ontario include open air, ambulance; myopia; lip reading, and subnormal classes.

Certain provision for medical inspection in the schools had been made in 1907, and Toronto had adopted the system for some time. In 1914 boards of education were empowered by law to provide for medical and dental inspection. In 1918 further legislation was passed empowering medical inspection in rural schools. So far, no advantage had been taken of permissive medical legislation in rural and small urban communities except in two counties, but about all the cities had adopted the system. In the same year special regulations were made providing for medical inspection in separate schools. In 1919 the Minister was empowered to appoint officers for medical and dental inspection in public and separate schools, also to apportion and pay grants for auxiliary classes. In the same year, an order in Council provided for the appointment of a dental officer, 3 lady doctors and 3 school nurses to undertake a survey of medical and dental inspection in Ontario schools. In this year was held a summer school for school nurses. In 1920 a chief medical inspector and a chief school nurse were appointed.

An Act of 1914 provided for the establishment of auxiliary classes. A summer school was held under the department for the training of auxiliary class teachers in 1915 and another in 1919. In 1920 there were also in existence 50 other classes which were in a sense auxiliary.

Higher Education.—Besides the State University of Toronto, and its federated universities, and one college in affiliation, there are 4 other universities and 13 other colleges. In the 7 universities the number of students registered during the year 1922 was 12,724 of whom 2,764 were preparatory and 678 were duplicates enrolled in federated universities, and 2,637 were also enrolled in other affiliated institutions. These institutions however, are private secondary schools and are not included with the enrolment of affiliated colleges with the exception of 233. In the 14 affiliated, professional and technical colleges were enrolled, 5,018 students of whom 639 were preparatory. This leaves 17,724 minus 911 duplicates enrolled in universities and colleges and minus the 3,403 preparatory, or a net total of 13,428 university grade students. The expenditure during the year was \$5,159,406. The receipts were \$4,798,526 of which \$2,324,029 were Government grants and \$1,067,388 fees.

Private Schools.—The number enrolled in elementary and secondary private schools was 8,138—2,995 male and 5,143 female. These private schools existed to the number of 380. It will be noticed on page 161 that the classification of 8,138 pupils is given by grade, age and sex. The analysis of these institutions by the number of students in residence may be seen in table 108, page 157. Tables of business colleges will be found on page 163. The number of students in the thirty-eight business colleges reporting during the year was 12,229.

School Support.—The expenditure on Education during the year was \$36,739,564. Of this \$2,454,018 was contributed by the Government and \$34,285,546 by ratepayers, etc.; \$15,473,049 was expended on teachers' salaries; \$7,024,771 on secondary education, including \$3,563,079 on secondary teachers' salaries. The expenditure mentioned included \$237,000 government grants to universities. The corresponding figures for 1921 for each item mentioned were as follows: the total expenditure was \$30,626,435; of this \$1,612,837 was contributed by the government and \$29,013,837 was contributed by ratepayers, etc.; \$13,070,038 was expended on teachers' salaries; \$5,409,923 on secondary education including \$3,042,891 on secondary teachers' salaries; grants to the universities to the amount of \$771,000. Full particulars of the receipts and expenditures may be seen table 93.

MANITOBA.

Summary of all Educational Institutions.—During the school year 1921-22 there were enrolled in all educational institutions in Manitoba 151,845.¹ Of these, 136,876 were enrolled in state controlled elementary and secondary schools; 790² in normal schools; 3,507 day pupils in vocational schools; 2,295 night pupils in vocational schools; 158 in the school for the deaf at Winnipeg;³ 49 Manitoba pupils in the school for the blind at Brantford, Ontario; 2,426 in the provincial university; 1,634 in colleges, of whom 111 were also registered at universities, leaving 3,949 net total for universities and colleges; 1,928 in business colleges; 697 in private elementary and secondary schools;⁴ and 1,804 in Indian schools.

The accommodation for this enrolment was 1,936 elementary and secondary school buildings with 3,782 departments and 3,893 teachers; 5 normal schools with 11 full time and 5 part time; teachers 20 vocational schools with 45 full time and 85 part time teachers; 1 school for the deaf at Winnipeg with 18 teachers; a school for the blind situated at Brantford, Ontario, to which Manitoba pupils are sent by interprovincial arrangement; 1 industrial school for delinquents at Portage La Prairie with 4 teachers; 1 provincial university with a teaching staff of 153; 2 affiliated colleges, (Brandon College being affiliated with McMaster University in Ontario and Wesley with Manitoba University); 2 theological colleges; 1 law school; and 1 agricultural college in affiliation with the provincial university, the combined number of colleges having a teaching staff of 115; 9 private business colleges reporting with a teaching staff of 68; 6 private elementary and secondary schools reporting with a teaching staff of 38; and 46 Indian schools. (See table 2, page 81).

Public Elementary and Secondary Schools; Enrolment.—Of the 136,876 pupils enrolled in elementary schools, 126,147 were enrolled in elementary and 10,729 in secondary grades. The accommodation for these was as follows: over 3,000 elementary departments with 126,147 elementary grade pupils and about 1,029 secondary grade pupils; 95 intermediate school departments (that is schools having one teacher available for high school work) with 2,080 doing high school grade work; 38 high schools (schools with 2 teachers available for high school work) with 76 departments for high school work and 2,091 pupils in high school grades; 5 junior high schools (schools doing work of grades VII, VIII and IX) with 970 pupils doing junior high school work; 5 collegiate departments (schools with 3 teachers available for high school work thus having 15 teachers teaching high school work) with 456 pupils doing high school work; and 11 collegiate institutes (4 or more teachers available for high school work) with 4,103 pupils doing work of high school grades.

The increase in enrolment over the previous year was 7,861 or 6.1 p.c., and in secondary grades 2,078 or 24.5 p.c. (For increase from year to year in enrolment see table 4.)

Average Attendance.—The number of pupils in average daily attendance during the year was 95,433, an increase of 9,296 or 10.8 p.c. over the previous year. It will be noticed that starting from the Atlantic provinces there has so far been an unbroken series of remarkable increases in average daily attendance during the year. The average attendance in Manitoba was 69.72 p.c. of the enrolment as against 66.76 in the previous year. When it is considered that there are so many outlying districts in the province which would have a low average attendance and thus bring down the average for the whole province, a percentage of attendance of 70 is remarkably high. As average attendance is of paramount importance in educational progress, it is worth while studying the table on page 85 giving the attendance in different provinces by periods, in order to see the components which enter into school attendance in the different provinces and in the different years. It is also worth while glancing at the figures of actual and "possible" aggregate attendance in Ontario and Saskatchewan, from which can be deduced the proportion of time lost through irregularity, pure and simple, and the proportion of time lost by late entrance or early leaving during the year.⁵ In the table of day period

¹Excluding duplicates, see foot notes page 74. ²Including pupils from Saskatchewan and Alberta see item 3, page 74, also page 120. ³Grade registration, see page 136; 138 of these were evidently registered twice. ⁴See Note 22, page 74. ⁵See pages 26 and 39.

attendance in Manitoba and in other provinces it will be noticed that one of the largest items contributing to irregularity is the number of pupils attending less than 50 days; that is, less than about 2½ months. The percentages of the total enrolment attending during certain periods since 1917 have been as follows:—

PERCENTAGE OF TOTAL ENROLMENT ATTENDING

	1917	1918	1919	1920	1921	1922
Less than 50 days.....	17	16	21	19.5	15	15
50-100 days.....	15	16	22	18.0	14	12
101-150 days.....	20	21	41	22.0	19	18
151-175 days.....	26	28	2	23.0	30	34
176-200 days.....	18	17	14	19.0	19	18
Over 200 days.....	4	2	.....	0.5	2	2

The trend is unfortunately disguised by the 1919 figures which show the results of the influenza epidemic. This much, however, seems to be clear: (1) the less than 50 days group is stubbornly holding its own. Most of these are probably young children who come in for the first time late in the spring. There were 12,574 children under 7 years of age in attendance during the year. (2) The 100-150 day group, also the 176 day and over groups, have remained practically stationary. In other words the general improvement, that has been going on, has not been enough to tend to eliminate the 5 to 7 months group nor to increase the full year attendance group.

As an example of what may happen to prevent full attendance during the year may be cited the fact that there was a considerable amount of sickness in 1921-22 and that during February 284 schools were closed for different periods owing to this fact. While such explanations as "economic" conditions may be given of the general improvement shown by the other groups, there is no doubt that a large part of it must be attributed to increasing public interest in education and to the effectiveness of compulsory attendance laws. In last year's Statistical Report, it was shown that the school enrolment in Manitoba had multiplied 5.41 times since 1891; and that the average attendance had multiplied 6.93 times since 1891; while the population had multiplied only 4 times. The year 1922 brought the enrolment to 5.74, and the average attendance to 7.68 times the figures of 1891. Tables 4 and 5 will show that these increases have not varied definitely with financial prosperity or depression. Among the most important factors contributing to better attendance in recent years, as was pointed out in the last report, were: (1) school organization; (2) work among foreigners; (3) consolidation of schools; (4) enforcement of compulsory attendance laws; (5) introduction into adolescent education of manual training and vocational work. The increase in the enrolment of pupils 13 years of age or more since 1916 may be seen on page 92. The superiority in standing of pupils at the same ages in consolidated schools as compared with rural ungraded schools (shown on pages 99 and 114) indicates how far opportunity for adolescent training is affecting enrolment and regularity of attendance.

Among the factors mentioned, compulsory attendance laws hold an important place. The limits set by these may be seen in the introductory matter on page 8. There are now 194 districts employing attendance officers, an increase of 24 since last report. These officers made visits during the year to 17,922 parents.

Age-Grade-Sex.—The latest information on this subject is for the year 1921. The comparative distribution in cities, large graded, small graded, ungraded and consolidated schools, also by sex, will be found on pages 98 and 105.

The difference in the distribution between sex is particularly marked here as in all other provinces. A thorough study of the various phases in connection with school grade is made each year in the reports of the superintendent of Winnipeg Schools. This study includes, besides age-grade distribution, the following features: (1) the enrolment by sex in the different grades; (2) the enrolment by sex and ages; (3) the attendance by day periods; (4) the enrolment and average attendance from month to month showing seasonal variations; (5) the percentage of regularity of attendance in each grade; (6) the withdrawal, with destination, of pupils during the year; (7) the number promoted in each grade during the year. In his last report he showed the withdrawals, by grades and sex, each month during the year, of pupils under 14 or over 14 years of age. These items together with full reports by the medical (including oculist) and dental inspectors, and the psychologist make the reports of the superintendent from year to year a very valuable addition to educational literature. As the enrolment in Winnipeg schools is 38,198, or 28 per cent of the enrolment for the whole province, the size of the group thus studied from year to year is great enough to lead to general conclusions of great value to scientific educational students. In studying these figures since 1915 it is seen that the relative numbers withdrawing from school from year to year have materially decreased. One of the most remarkable manifestations of progress in the city school is the decrease of retardation in Grade 1.

Teachers.—The number of teachers during the year was 3,893. The proportion of male to female seems to be increasing fairly rapidly. In 1916 it was 1 to 5.1; in 1917, 1 to 4.7; in 1918 1 to 4.9; in 1920, 1 to 4.2; in 1921, 1 to 3.7; and in 1922, 1 to 3.2. First and second class teachers have increased from 1,871 in 1916 to 2,630 in 1922, while third class teachers have decreased, especially since last year, the figures for 1922 being 1,183 as against 1,296 in 1921. The number of permit teachers has decreased by 89 to 27 per cent since last year. Attention should be called to the fact that a third class certificate in Manitoba now (since 1916) requires a grade XI academic standing, the difference between a Third and a Second Class standing being merely a matter of length of professional training (See folder giving conditions under which teachers' certificates are granted opposite page 128). A departmental teachers' bureau has been in operation since 1914-15. Teachers were supplied for 776 vacancies by this bureau during the year, an increase of 385 per cent over the first year of operation.

Teachers in Training.—As may be seen in table 91, page 137, giving statistics of Normal schools, there were 652 in the 5 training schools in Manitoba during the year. Of these 69 were first class or graduate first class; 363 were second class; 220 were Third class. The number on the teaching staff in these training schools was 16. The facilities for observation and practice teaching consisted of 1 model school with 8 grades and 4 other schools.

Normal school training was provided at St. Boniface in 1882 under the Roman Catholic Board and at Winnipeg under the Protestant Board. In 1905 local training schools for the lowest class teachers were established at Brandon, Portage La Prairie, Manitou and Dauphin. Previously the special instruction of young teachers was included among the duties of inspectors. A new normal school erected in Winnipeg in 1906 provided a model school of seven grades to be used as a practice school. In 1913 the normal school session was extended from 11 to 15 weeks. A full year's normal training course was also provided to enable holders of Second or First class non-professional certificates to complete all their normal course at once. In 1919 an arrangement was made between the Prairie Provinces by which scholarship of grade XI with 33 weeks of normal training should be accepted as qualifying for a Second Class teacher's certificate valid in these provinces. In 1920 a board of reference to act as mediator between teachers and trustees in all matters of dispute was given effect by legislation. In the same year a small fee which had hitherto been charged by the teachers' bureau was abolished. The teachers' residence movement inaugurated in 1916 is proving to be very useful in helping to secure a more permanent class of teachers in rural schools. In 1921 these numbered 246 in rural districts, 42 in village or hamlets and 5 in towns. In 1910 a series of teachers' excursions were inaugurated (the "hands across the sea" movement now the "Overseas League" movement), and in three years, between six or seven hundred teachers, more than half of them being Manitoba teachers, availed themselves of this means of becoming acquainted with British institutions.

Secondary Education.—As already mentioned, the pupils in secondary grades are accommodated in elementary, intermediate and high schools, collegiate departments and collegiate institutes. Thus, out of the 10,729 pupils in secondary grades, about 1,029 were accommodated in elementary schools, and 9,700 in secondary schools which vary from intermediate schools with one teacher available for high school work to collegiate institutes with at least 4 teachers available for high school work.

Special organization for Secondary work began in 1882 when a collegiate department was established in connection with the Winnipeg schools. A similar step was soon taken by Brandon and Portage La Prairie. In 1889 intermediate departments assisted by special grants were formed to provide secondary training in smaller centres. In 1904 high schools were established at local centres where local boards could employ two teachers for purely secondary work. In 1912 an inspector of secondary schools was appointed, the work of the inspector having previously been done by commissioners. Up till 1912 there were two high school courses, one leading to non-professional teachers' certificates and taken by about 60 per cent of the secondary pupils, and the other for university matriculation. In 1913 changes were made in the course of study to enable pupils to take a combined teachers' and matriculation course. The examination of all high school pupils was taken over by the department, the university accepting the departmental standing. At the same time certain subjects in Grades IX and X were removed from the examination list and standing given in these on the recommendation of the schools. During the year 1914 the Manitoba Educational Association appointed a committee to undertake a revision of the second-year course of studies. This committee recommended that students be received into the university on a one foreign language basis instead of two. This recommendation was adopted by the university in 1919. The result of the change, (according to the report of the inspector of secondary schools), has been increased time for science, English and history, while the one foreign language can be handled more successfully. In 1918 a new step was taken at Stonewall in the establishment of a Junior High School taking up the work of Grades VII and VIII with at least Grade IX of the regular High School grades. In 1920 a second Junior High School was organized at Winnipeg. In 1921-22 there were 5 of these high schools with an enrolment of 970 pupils.

Rural School Organization.—Rural School Organization in Manitoba consists of: (1) The ordinary one room school district under a three trustee board; (2) the municipal district; (3) the consolidated district; and (4) rural graded schools not included in consolidations or municipal districts. In 1922 there was in existence one municipal district consisting of 12 original districts with 4 graded and 4 ungraded schools. There were 13 class rooms and 469 pupils, 403 of whom were in graded class rooms; these were transported where necessary, 32 vehicles being in service. There were 106 consolidations composed of 289 (and parts of 27 other) original districts. Of these 90 operated graded and 16 ungraded schools, the number of classrooms being 340 and of pupils 12,948, of whom 12,254 were in graded class rooms. Transportation was carried out with 335 vans. Of these consolidations, 9 employed a school nurse, while one agricultural specialist was employed. Other graded rural schools existed to the number of 134 with 394 graded class rooms and 15,070 pupils. Of these schools 6 employed a dental officer and 55 a school nurse. There were also 11 specialists in manual training and domestic science employed. In the province were 225 Boys' and Girls' Clubs. The regularity of attendance in the municipal districts and consolidations alone is a good justification for their existence, being 78.23 p.c. in the former and 72.74 p.c. in the latter. Certain features in connection with their age-grade distribution as compared with that in ungraded schools may be seen on page 105.

Consolidation in Manitoba requires special mention as here it has long passed the experimental stage and has evidently proved most satisfactory. This success has been of particular interest when the various obstacles in its way are taken into consideration. The movement began in 1905 when the Shane District was united with Virden, and Dawson with Holland. It seems to have been successful and satisfactory from the beginning. A special officer for organization and especially for propaganda purposes was appointed in 1912. As has been seen, consolidation is not the only movement for improving the condition of rural schools. In 1919 the first municipal superintendent of schools was appointed at Miniota. This officer corresponds somewhat with a city superintendent of schools. This movement has not yet passed beyond the experimental stage in Manitoba. In British Columbia it has existed since 1906.

Technical Education.—Under the term “Technical Education” (a term used here for want of a better, in contradistinction to “Academic Education,” and not in any technical sense) care should be taken to distinguish between two kinds of activities which are almost distinct in their purposes and yet so similar in form that it is not always possible to keep their statistics separate. These are: (1) such activities as manual training and domestic science taken as cultural subjects in elementary school grades, and (2), commercial, agricultural and industrial school activities which have a vocational bearing. The distinction can not be drawn from the nature of the school in which they are taken. The place to draw it is probably at the end of, say, grade VI or VII, where no academic qualifications are required for entrance upon a course. In the upper elementary grades and the ordinary high schools they may be considered prevocational, and in the case of commercial courses, distinctly vocational; while in the night schools and special technical secondary schools in most provinces they may be considered prevocational or out and out vocational according to the age of the pupils. Indeed all night school subjects in certain provinces are considered vocational, and as such come under the Dominion Technical Education Act. In most provinces the prevocational and vocational work come under this act, with the exception of agriculture which comes under another Act.

The statistics of branches of technical education in Manitoba are given in tables 70a and 71, page 118. Attention is particularly drawn to items 1 and 6, the first giving the work with the ordinary school grade and the sixth giving the activities in school and home projects.

Technical activities of a vocational nature began very early in Manitoba. Efforts were made to give instruction in agriculture as early as 1818 in a French school opened at Pembina, and in 1829 when Angelique Nolin undertook the management of the first school for girls in the settlement, weaving was taught in addition to the ordinary branches. In 1833 an experimental school for training the natives in agriculture was founded at what is now known as St. Eustache and another in 1838, at the Junction of the Winnipeg and English Rivers. An industrial school for weaving was opened in 1828 with two teachers in charge. Among the Scotch settlers a school was opened in 1820 in which, in 1822, domestic science was taught in addition to the grade subjects.

In 1901 manual training for boys and domestic science for girls became part of the regular course in the higher elementary forms in Winnipeg schools. In 1907 evening classes were opened in Winnipeg during the winter months. In 1910 contracts were let for two technical high schools in Winnipeg. The collegiate institutes thus developed into the technical high schools providing vocational or manual training and domestic science courses to the regular high school pupils during the day and vocational courses in the evening. Agricultural courses have been encouraged in all the schools since the beginning of the century, and second class teachers in 1913 were required to take additional training at the Agricultural College. This college was founded in 1903 and had 839 students in 1921. In 1913 the province took advantage of Dominion aid to agricultural education. By 1918 evening classes were reported from 30 centres outside cities. In 1919 the province took advantage of the Act extending Dominion aid to certain features of technical education. This aid extends to commercial courses taken in the ordinary schools but not to agricultural courses.

Medical Inspection.—The table on page 120 shows that there were 7 centres in which some form of medical inspection was carried on in 1921. These were staffed by 1 full time and 3 part time medical officers, 1 full time and 11 part time dental officers, 54 nurses and 1 psychological expert. Clinic establishments existed to the number of 19 dental and 2 eye clinics. The number of pupils examined was 49,407, and 20,810 were reported as needing treatment, while 6,673 were treated.

Special Classes.—Of the pupils examined, 103 were recommended for special accommodation for instruction as being subnormal mentally. For these there were 18 auxiliary classes which during the year had 360 pupils. There were also 3 classes for pupils retarded, but not necessarily mentally subnormal, with 134 pupils.

By arrangement with Ontario the blind of Manitoba are educated at Brantford, Ontario which during the year 1922 had 49 blind children from Manitoba. The delinquents are cared for in the Industrial school at Portage La Prairie which in 1922 had 98 boys.

Medical inspection was introduced into the Winnipeg schools in 1909, and two physicians, devoting the morning session to the work, and three nurses were appointed. Upon the organization of the provincial Board of Health arrangements were made between it and the Department of Education for co-operation in the schools. The former appointed a staff of nurses to carry on an educational campaign. Arrangements were made by 1916 for a comprehensive series of lectures by medical authorities to teachers in training. In the same year the medical staff of the Winnipeg Board was increased to 24. In 1917 the Brandon School Board secured a qualified nurse from the Board of Health for physical examination of its school children, and provided for free examination of eye sight. The staff of public health nurses in the province was increased this year and visited 28 new centres examining 7,500 children, 40 per cent of whom they found with defects in vision, hearing, etc. Dental clinics were added to the Winnipeg medical inspection staff and one chief dental inspector and three or four half time practicing dentists were appointed. In 1918, 438 school districts not including cities, reported medical inspection as a regular feature. The medical staff of Winnipeg was reorganized, a dental department being created and dental classes established in four centres in different parts of the city. Dental treatment was provided free where necessary. The nursing staff was increased to 10. In Brandon, 7,907 children were dentally inspected and 1,143 treated, while about 2,500 were medically inspected by the public health nurses. In 1919 the province had 49 nurses giving full time to the work and 43,950 children were medically examined once, and 6,960 twice. In connection with the Juvenile Court a psychopathic department was established and over 100 delinquent children were psychically examined. In 1920, Winnipeg added two oculists and a specialist in intelligence tests and educational measurements to the staff. During 1921, 31,740 children were examined. Fifty nurses gave full time to the work. There were 565 special examinations for retarded pupils in Winnipeg.

During 1914 the Department made an enquiry into the number of children likely to be benefited by the establishment of a special school for subnormals. A special preparatory class for physically and mentally defective was opened in one of the Winnipeg schools. Special classes for the foreign speaking children had also been opened, also classes for older girls not sufficiently advanced to be in grades where domestic science was ordinarily given. At Brandon, in 1918, vacation classes were organized for children retarded through illness or other good reasons. "Ungraded" classes for backward children were also organized at Brandon. In July, 1918, the chairman of the executive of the Canadian National Committee for Mental Hygiene was invited by the public Welfare Commission of Manitoba to make a study of social conditions in the province with reference to the insane and feeble minded. This survey was commenced in October with the sanction and aid of the provincial government. Its recommendations are to be seen in the issue of April, 1919 of the Canadian Journal of Mental Hygiene. A Juvenile court for truants and other delinquents was established in Winnipeg in 1909 so that delinquencies which were once handled by the ordinary courts and punished as crimes are now handled by benevolent institutions and treated as defects and as cases for reformatory treatment rather than punishment. The jurisdiction of this court was later extended to cover the whole of the Eastern Judicial District of the province and a Juvenile Court was also established at Dauphin with jurisdiction throughout the Dauphin Judicial District. An industrial training school used as a reformatory was established by the province at Portage La Prairie in 1910 to which delinquent boys are committed by the Juvenile Courts and in those sections of the Province where the Juvenile Delinquent's Act is not in force, by the magistrates. A department of neglected children was established in 1909. The Home of the Good Shepherd is recognized by the Provincial Government for the commitment of delinquent Catholic girls, and the Salvation Army Industrial Home in West Kildonan is similarly recognized for the commitment of delinquent Protestant girls.

There are more than twenty agencies working in the field of child welfare within the Province and serving the interests of Dependent, Neglected and Delinquent Children. There are five Children's Aid Societies, four of which operate Homes or shelters. There are also thirteen Children's Homes and Orphanages under Voluntary management and support. In addition to the above mentioned the Government owns and administers the Portage La Prairie Industrial Training School for Boys, and the Juvenile Court Detention Home at Winnipeg. To these may be added the services rendered by Day Nurseries and Neighbourhood Settlement, and the Children's Department of Hospitals some of which carry on a custodial and adoption service. This is notably true of Grace Hospital, Winnipeg.

The Department of neglected children includes among other duties the inspection of foster homes and the supervision of newsboys.¹

Playgrounds.—In close connection with the other movements for the promotion of school hygiene should be mentioned the movements for physical drill and the playgrounds movements. Physical training was introduced at an early period and received an impetus from the Sirathcona Trust Funds in 1911 as in the other provinces. The playgrounds movement originated in 1907 in Winnipeg when that city gave over the use of school playgrounds to the children of the city providing them with play instructors during vacations and holidays. This playgrounds movement is a growing one and table 76, page 124 gives full statistics of certain cities.

Higher Education.—The registration at the provincial university during the year was 2,426—1,836 male and 590 female; at the 5 colleges, 1,634—906 male and 728 female. Full particulars of the personnel of the university may be seen on page 144; of colleges on page 148. Attention is particularly drawn to table showing the different classes of colleges in the province.

Private Schools.—The number enrolled in elementary and secondary private schools was 697—191 male and 506 female. These private schools exist to the number of 6. It will be noticed on page 161 that the classification of 697 pupils is given by grade, age and sex. The analysis of these institutions by the number of students in residence may be seen in table 108, page 157. Tables of business colleges will be found on pages 163 to 165. The number of students in the nine business colleges reporting during the year was 1,928—845 male and 1,083 female.

School Support.—The expenditure on education during the year was \$13,564,824. Of this, \$1,058,292 was contributed by the government and \$12,506,532 by ratepayers, etc.; \$5,016,903 was expended on teachers' salaries. The expenditure mentioned includes \$372,128 government grant to the university, fiscal year 1921. The corresponding figures for 1921 were as follows: total expenditure, \$13,079,205; amount contributed by the government, \$822,186; by ratepayers, etc., \$12,257,019; and \$212,998 government grant to the university. Full particulars of the receipts and expenditure may be seen in table 93.

SASKATCHEWAN.

Summary of Attendance in All Schools.—During the school year 1921-22 there were enrolled in all educational institutions, 215,453². Of these 183,329² were enrolled in public and separate elementary or continuation schools; 5,627 in high schools or collegiate institutes; 2,667 in Agricultural schools under college grade; 1,779 in technical schools under college grade; 1,462 in teacher training institutes; 47 in the school for the deaf at Winnipeg; 27 in the school for the blind at Brantford, Ontario; 1,040 in universities over and above 14,778 in extra mural agricultural courses; 90 in colleges; 649 in private business colleges; 2,514 in private elementary and secondary schools; and 1,444 in Indian schools. In Saskatchewan universities and colleges there were 151 students from other provinces while in universities and colleges in Canada outside of Saskatchewan there were 734 residents of Saskatchewan.

The increase over the previous year (1921) is not so marked for two reasons: there are only six months' interval between the statistics of the two years, the 1921 statistics having been given for the calendar year 1921, while the 1922 are for the school year ending June, 1922. This fact brings up several interesting points which may be studied by comparing the statistics of the two years given side by side for each type of schools (see pages 95, 100 and 105).

¹See legislation page 70.

²Of these 5,015 pupils were reported too late to be included in the various tables of classification for the province.

Publicly Controlled Elementary and Secondary Schools.—The 183,941 enrolled in publicly controlled elementary and secondary schools (exclusive of 5,015 pupils mentioned in the footnote) were distributed among the various types of schools as follows: 98,643 in rural ungraded schools, 3,618 in rural graded other than consolidated schools, 3,817 in consolidated schools; 21,338 in city schools; 19,973 in town schools; 30,925 in village schools; 994 in high schools; 4,633 in collegiate institutes. The total number of public elementary school districts was 4,522 with 173,899 pupils; of separate elementary schools was 22 with 4,409 pupils (see table 2, page 81).

Average Attendance.—The average daily attendance in 1922 in public and separate schools was 115,253, and in secondary schools 4,469 or a total of 119,042, as against 117,391 in the calendar year 1921 and 106,997 in the calendar year 1920. The percentage of attendance forms 64.63 p.c. of the total enrolment as against 63.73 in 1921 and 61.4 in 1920. The change in the school year, with the short interval of six months between statistics, affords an excellent opportunity for a study of regularity of attendance. As mentioned in last year's report, Saskatchewan has introduced a method by which a closer study of attendance may be made than by means of ordinary averages and percentages. The actual aggregate number of days attended by all pupils is ascertained, also the possible aggregate attendance on the basis of the dates from which the pupil entered school during the year until the date of leaving school. As has already been seen in the case of Ontario, which this year has introduced the same method, the time lost by pupils during the "possible" period might be considered irregularity pure and simple, occasioned by such conditions as short illness, weather conditions, carelessness, etc.; while the time lost out of the whole school year, or out of the time the schools were actually open, would be the time lost from all causes including lateness in beginning, early leaving, and long illness. Assuming that the percentage which the average daily attendance forms of the total enrolment is on the basis of the time the schools were actually open (and does not take into account the time lost by schools not opened throughout the year) we deduce the following (for public and separate schools only):

$$66.91 \text{ p.c.} = 100 \times \frac{\text{Actual aggregate number of days attended.}}{\text{Total aggregate possible on basis of time schools were actually open.}}$$

$$83.9 \text{ p.c.} = 100 \times \frac{\text{Actual aggregate number of days attended.}}{\text{Possible aggregate number of days attended on basis of time pupils were actually on register.}}$$

Therefore, the "possible" aggregate on basis of registration is 79.7 p.c. of the total time the schools were open. This percentage subtracted from 100 or 20.3 is the percentage of the time schools were actually open which was lost by pupils through lateness in beginning school and early leaving, etc. This includes the case of very young children who begin late in the spring.

But (100—66.9) or 33.1 p.c. of the time schools were kept open was lost from all causes.

Therefore 12.8 p.c. was lost through irregularity while the children were actually at school.

On this basis a comparative study of the different types of school may be made as follows:—

	Rural schools	Village schools	Town schools	City schools	All schools
Per cent of average time schools were open lost from all causes.....	39.14	31.99	26.22	26	33.1
Per cent of average time schools were open lost while pupils were actually on register.....	14.94	9.77	9.1	11.25	12.8
Per cent of average time schools were open lost through lateness in beginning, early leaving, etc.....	24.20	21.22	17.1	14.75	20.3
Average number of days (while schools were open) lost by "irregularity" while on register.....	28	20	18	22.5	24
Average number of days (while schools were open) lost by late registrations, early leaving, etc.....	45	43	34.5	29.5	38
Average number of days schools were open.....	187.7	204	200	199.9	189.3

The points brought up by the above figures should be of some value. It is noticeable: 1. That the time lost by what may be termed irregularity pure and simple is not more than one half of the time lost by pupils late in entering school during the year, or early in leaving. There is little doubt that a large part of the latter consists of young children who commenced early in the spring. Table 19 shows that 17,429 of the 184,000 children in Saskatchewan in 1921-22 were at the age of six years or under. That "irregularity" is relatively small in villages and towns, and large in rural and city schools, is easily explained.

Grade, Age and Sex.—The pupils in elementary and secondary schools in Saskatchewan were distributed by Grade as follows:—

	Kind	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
Boys.....	980	25,470	11,696	12,691	12,505	9,218	7,139	4,125	5,344	2,237	1,112	850	220	93,587
Girls.....	997	22,326	10,640	11,828	11,969	8,746	7,064	4,247	6,116	2,884	1,670	1,449	292	90,228
Total.....	1,977	47,796	22,336	24,519	24,474	17,964	14,203	8,372	11,460	5,121	2,782	2,299	512	183,815

The ages of the pupils enrolled can be compared for calendar year 1921 and the school year 1921-22 as follows:—

	Under 5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 and over	Total
1921.....	170	3,827	14,369	21,327	21,733	20,555	19,356	17,948	17,311	16,889	13,514	8,067	4,819	2,673	1,293	592	212	334	184,824
1922.....	130	3,178	14,121	21,877	21,788	20,659	19,872	18,063	17,359	16,283	13,348	7,974	4,464	2,424	1,230	525	223	308	183,815

The average (median) grade at each age may be compared for the same years as follows:—

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1921.....	1.36	1.51	1.78	2.24	3.33	4.17	4.88	5.79	6.5	7.57	8.40	9.07	10.26	11.02	11.33	11.43	11.30
1922.....	1.39	1.49	1.65	2.29	3.01	3.84	4.73	5.51	6.33	7.02	8.48	9.11	10.11	10.7	11	11.34	11.33

The percentage distribution at a certain age was as follows (13 years of age, is chosen here, as the distribution of lower ages is vitiated by the number of pupils coming in for the first time, and of later ages by pupils dropping out of schools).

Percentage of the total number at the age of 13 in each grade.

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Med. grade
1921.....	1.8	1.9	5.7	12.6	16.6	19.2	15.5	19.9	5.8	0.9	0.1	.....	100	6.5
1922.....	1.9	2.7	6.7	13.6	18.2	21.4	14.7	16.7	3.7	0.4	.....	.....	100	6.33

The comparative attainments of boys and girls at the same age (13) in 1922 may be seen as follows. (This shows the difference between the two sexes in a more marked manner than appears from any single average.)—

—	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Med. grade
Boys.....	185	258	604	1,219	1,611	1,765	1,137	1,248	285	30	4	4	8,346	6.01
Girls.....	221	171	479	998	1,340	1,719	1,259	1,452	324	40	4	4	7,937	6.03

The comparative distribution of rural, villages, towns and cities elementary grades may be seen as follows at the same age (13).—

—	I	II	III	IV	V	VI	VII	VIII	Total	Med. grade
Rural.....	241	337	850	1,687	1,987	2,114	1,321	1,262	9,799	5.9
Village.....	38	44	107	286	432	529	365	571	2,372	6.5
Town.....	12	20	82	144	302	351	184	360	1,564	6.4
City.....	15	19	44	100	230	390	526	235	1,609	6.9

The percentage of beginners in Grades I and VIII at each age may be seen as follows: (Taken from samples of 19,081, in Grade I and 5,057 in Grade VIII.

Grade	5 and Under	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
I.....	18.5	32.2	30.3	10.4	3.4	1.7	1.3	1	0.5	0.4	0.4	0.1	0.5	.03	.03	100
VIII.....						0.4	2.3	12.6	2.3	29.5	16.7	6.6	2.8	0.7	0.7	100

The tables from which the above abstracts have been made may be seen on pages 95, 100 and 105. They present peculiar interest as they show the exact distribution of all the pupils (with the exception of a number whose ages and grades were not specified) in the third largest province in Canada, by sex as well as by types of school. The comparison between the calendar year 1921 and the school year 1921-22 is of a special interest as it represents the change in half a year and the effects on distribution of the change in the school year from the calendar year to the year ending with the summer holidays. The age of 13, for example, has, without a doubt, a different meaning in 1922 from what it had in 1921. The greatest difference would be caused by the fact that the pupils reported in June would be at the end of the grade while those reported in December would be four months from the beginning of the grade. In this way the age of 13 in 1922 should more properly be compared with the age of 12 in 1921 and the improvement should show progress made by those at the age of 12 between January and June. Such a comparison may be made as follows:—

—	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Calendar year, 1921. Percentage of total at the age of 12 in each grade.....	2.7	3.7	9.4	10.5	21.6	20.7	11.6	9.2	1.5	0.1	100
School year, 1921-22. Percentage of total at the age of 13 in each grade.....	1.9	2.7	6.7	13.6	18.2	21.4	14.7	16.7	3.7	0.4	100

Teachers.—The number of teachers in 1922 was 7,225—1,970 males and 5,255 females. Of these 4,690—1,411 males and 3,279 females were in rural schools; 2,333—454 males and 1,879 females—were in urban elementary schools; and 202—105 males and 97 females were in high schools and collegiate institutes. The classification and salaries of these may be seen in table 86, page 132.

In 1920, 1,047 were newly licensed; in 1921, 1,503. The proportion of the teachers receiving their academic standing outside the province is regularly decreasing. In 1920, fifty per cent received their high school and normal training outside the province; in 1921 only 43-p.c. were thus trained. The improvement in the classification of teachers may be seen from the fact that while in 1914—a high water mark year in many respects connected with education—the proportion of third class teachers to first and second was 1 to 1.09; by 1920 it was 1 to 1.99. The proportion of male to female teachers which had decreased rapidly with the settlement of the province and the growth of the educational system, and especially during the war, reaching the low point of 1 to 5 in 1918 has since the latter date been increasing year by year, so that in 1920 it was 1 to 3.6; in 1921, 1 to 3.03.

Teacher training.—The number of teachers in training during the year 1922 was 1,462. Of these 181 were training for first certificates; 297 for second; 491 for third class; 73 at normal school for third class limited as well as 310 at short local sessions of two months at six points. Students admitted to these short sessions held academic certificates of at least second year high school, and on successful completion of their course, received third class certificates valid for one year (see folder on certificates of teachers facing page 128.) Presumably these short sessions and limited certificates are only a temporary expedient and will disappear as soon as the supply of regularly trained teachers is equal to the demand. The two regular normal schools are situated at Regina and Saskatoon. In connection with one of these is a model school with 8 grades. In all teacher training institutes there are 10 schools for observation and practice teaching with 8 grades each. A very important feature of the normal schools introduced in 1921 was the training of student-teachers in school hygiene by an experienced nurse. The importance and possibilities of this step are probably difficult to estimate at present. It is difficult to set limits to the possible contributions of teachers of the future to science, now that in addition to training in pedagogy, we find them in one province or another receiving training in the practice and science of school health, and child psychology; and with the tremendous opportunities for applying the skill acquired by this training. As an additional feature in teacher training should be mentioned the teachers' conventions of which 42 were held during 1921; with 2,055 in attendance. Perhaps one of the most important features, however, is the case of the 129 teachers in university summer schools. The manner in which this movement is growing is discussed on page 62.

Teacher training in Saskatchewan began in 1889 when professional instruction was given in the Union School at Moosomin. In 1893 a normal school was opened at Regina. In 1912 a second normal school was opened, this time at Saskatoon. In 1917 the university took over the Summer School for Teachers, the department paying the return railway fare and bearing a portion of the cost of instruction of teachers satisfactorily completing a course leading to a diploma. In 1918 a teachers' exchange was organized by which teachers and trustees were placed in touch with one another¹. By 1919, 735 teachers were placed by means of this exchange. As already mentioned, in 1921, a school nurse was attached to the staff of each normal school.

Secondary Education.—The number of pupils in high school grades reported during the year was 10,710—4,414 boys and 6,296 girls. Of these 4,798—2,032 boys and 2,766 girls—were enrolled in high schools and collegiate institutes; 1,037—448 boys and 589 girls—were enrolled in rural schools; 2,578—1,037 boys and 1,541 girls—were enrolled in village schools; and 2,297—897 boys and 1,400 girls—in town schools over and above the town school pupils accommodated in organized high schools or collegiate institutes. Apparently this is a decrease from last year's figures, but it is not so in reality. The former statistics for the calendar year included two sets of high school pupils: (1) those who had begun in the September before the beginning of the calendar year and were finishing in June of the calendar year; (2) the same or a new set of high school pupils beginning in September of the calendar year and finishing in the following June. Table 44 in last year's report showed the large percentage of the secondary school pupils who were non-residents. In many cases these would change schools at the beginning of each September or for some other reason would be counted twice. In any case, the calendar year had two groups of high school grade pupils, while the school year has only one. The high school grade pupils outside of high schools were 5,916 in 1922 and 6,945 in 1921; the high school grade pupils in high schools were 4,798 in 1922 and 5,807 in 1921.

A matter to be emphasized especially to other than Canadians is the fact that while secondary institutions so named (high schools² and collegiate institutes) exist to the number of 21 with 202 teachers—105 males and 97 females—they represent opportunity for a better training in secondary course and not a separate system of education. In Saskatchewan as well as in most other provinces, there is no real break between the elementary and secondary schools. The government examinations for entrance into high school have no doubt been contributing to bring about a break between the actual numbers enrolled in Grade VIII and Grade IX (the first year of high school work), but their purpose has been entirely to ascertain who was capable of handling the work of secondary grade, and also to serve as a means of giving a pupil a certificate of standing after a certain number of years at school. The break caused by these examinations was brought about not so much perhaps by elimination of the unfit as by a psychological process. They served as a landing place—at first for trustee boards, and even for a province, in providing opportunity, and secondly for the pupils themselves as a point at which they might leave school. The effect of this may be seen from the case of the one province in Canada which has not taken these entrance examinations seriously, in the fact that it has had almost as many enrolled in Grade IX as in Grade VIII for some years. A study of the results of entrance examinations (see page 109) in Saskatchewan, for example will show that there were only 22 p.c. of the candidates in Grade VIII who failed in 1920 and 19 p.c. in 1921—a moderate proportion—no greater perhaps than the proportion failing to pass from one elementary grade to another. In spite of this, in the same years, there were 10,937 and 12,921 respectively enrolled in Grade VIII as against 4,522 and 5,709 in Grade IX; that is, the number in the first year of high school was considerably less than half of the number in Grade VIII. The actual number enrolled in Grade VIII in 1920 was 10,070; the number of those who passed the entrance examinations or were promoted by recommendation in 1920 was 3,411 while 1,840 failed. The number in Grade IX in 1921 was 5,709, of whom a certain number no doubt were repeaters and others duplicate enrolments. Even assuming the latter, it is clear that of those who really completed the work in Grade VIII most attended high school. There was a balance, however, of 6,659 of whom 1,840 had failed to be promoted. The remaining 4,819 must have been: (1) duplicate enrolment; (2) pupils who had been promoted into Grade VIII too late in the year to have completed the grade before the end of the year; or (3) pupils who left school before the end of the year. The number in all three is large—almost one-half of the whole—but it goes to show that very little of the break between the elementary and high schools is due to failures at entrance examinations. A still further elimination of the effects of entrance examinations is no doubt being brought about by the practice now prevailing of passing pupils from Grade VIII on the recommendation of recognized schools instead of as a result of provincial entrance examinations. In 1921, 3,694 passed as a result of examinations while 1,284 passed upon recommendation. A comparison of the proportion between Grade VIII and Grade IX from year to year, or as between provinces, would be entirely misleading, however, since these proportions are strongly affected by rates of increase of school enrolment. The natural increase in Saskatchewan is one of the greatest in Canada, and consequently the rapid increase in school enrolment would naturally be from the bottom, so that the proportion in a lower grade would be greater than in a province with a stationary population.

Although the secondary institutions present special opportunity for completing a system of education which is really without break from Kindergarten to the first university year, it should be emphasized that a great deal of the secondary work is done in continuation schools which are

¹During the year 1921-22 the teachers' exchange was transferred to the Business and Professional branch of the Bureau of Labour and Industries.

²In Saskatchewan a "high school" is defined as an institution organized for secondary education within the limits of a town or city.

not called high schools. These continuation schools are to be found in nearly all villages and towns which have not high schools or collegiate institutes. Any graded school—and for that matter, ungraded school—undertakes high school work if the teacher is sufficiently qualified, and in graded schools in villages and smaller towns, the principal, who is generally either a University graduate or holder of a first class certificate, teaches the high school grades. The province encourages this continuation work by providing a grant to “elementary” schools maintaining departments exclusively for pupils above Grade VII. This has resulted in an increasing number of well conducted continuation schools with principalships offering salaries of \$2,000 to \$3,000 a year. As a further link between elementary and secondary education it should be noticed that in the collegiate institutes Grade VIII is taught as well as the High School Grades. In 1922 there were 829 such Grade VIII pupils over and above the 4,798 high school grade pupils.

Although the province as a province dates only from 1905, provisions for high school work were made and carried out as early as 1888, and a year later a “union” school uniting high and common school work was opened at Regina. The regulations required that the principal should hold a university degree and should receive a salary not over \$1,800. No separate provisions were made for high schools until 1907 when the province passed a secondary education act which provided for collegiate institutes and high schools to be managed by high school boards and supported by special assessment. The secondary schools received a supplementary revenue from a tax of one per cent per acre on land, and in consequence, pupils from rural school districts were exempt from all fees, although a resident of a high school district might be required to pay fees up to one dollar per month¹. In 1907 six high schools were organized with about 300 pupils. In 1921 an amendment to the secondary education Act provided that in the case of high school districts making provisions for instruction of Grade VIII pupils, thereby requiring additional teachers, grants should be payable for one additional teacher at the rate of \$4 per day, but for every additional teacher (over and above one) rendered necessary by Grade VIII, grants should be payable in accordance with the provisions of the School Grants Act, an average attendance of 35 pupils in Grade VIII being regarded as a school in determining the number of additional teachers necessary, and the amount of the grants to be paid. As a matter of fact Grade VIII pupils had been taught in some of the collegiate institutes for some years. As already mentioned, in 1921 an amendment to the School Grants Act provided for larger grants to elementary schools maintaining departments exclusively for pupils above Grade VII.

Rural School Organization.—During the calendar year 1920, ten large or consolidated school districts were organized, of which 2 were disorganized in 1921, 3 new ones being established. This made a total at the end of 1921 of 39. In 1922 there were 39 consolidations or “large” school districts, of which 36 were graded and 3 ungraded. The number of classrooms was 108 and of pupils 3,936, of whom 3,833 were in graded classrooms. The average attendance was 2,765, or over 70 p.c. of the enrolment. Transportation was carried out with 189 school vans and 49 other vehicles. In connection about 25 school gardens were operated and 5 Boys’ and Girls’ clubs were organized. It should be noticed that these consolidations are of a somewhat different type from ordinary consolidations. Some of them may be originally organized as “large districts” and not as an amalgamation of small districts. The area of existing districts range from 38½ square miles to 76 square miles. In addition to these consolidations were 46 rural graded schools with 99 classrooms and 3,618 pupils with an average attendance of 2,130, or a somewhat smaller percentage than that of the consolidations where pupils were conveyed. Thus it will be noticed that at least 53 p.c. of the pupils of Saskatchewan were in ungraded rural schools. There were 106,072 in all rural schools in 1922 with 4,690 teachers, 1,411 male and 3,279 female. The average attendance was 63,819, or 60 p.c. of the enrolment, as compared with 67 p.c. in village schools, 74 p.c. in town schools, 73 p.c. in city schools and 70 p.c. in consolidations. The other activities for furthering rural education can be better discussed in connection with agricultural education, and especially with tables 68 to 71, pages 116 to 119.

Consolidation was introduced in Saskatchewan in 1913 when legislation made provisions for the creation of large districts with an area of not less than 36 and not more than 50 square miles, and the consolidation of existing small districts into large districts. Provincial grants equal to one-third the cost of conveyance were provided. Nine large districts were organized during the year. In 1914 legislation attempted the solution of the difficulty of bringing education to and securing regular attendance in communities which had too small a number of children to entitle them to full grants. It was made lawful to organize school districts where there were 4 and less than 10 children of school age and to provide for the conveyance of such children to neighbouring districts with which arrangements could be made, the new districts thus coming in for the conveyance grant for consolidated schools. In 1915, it was made obligatory for pupils in districts with too small an attendance to operate a school to be sent to neighbouring districts². Of the consolidations in 1922, 10 were organized in 1920, 2 were disorganized and 3 organized in 1921.

Technical Education.—As already discussed in connection with Manitoba, technical education in this report includes vocational and prevocational work proper and also the activities for cultural purposes in agriculture and manual training carried on in the elementary schools. In 1921-22 Saskatchewan had 4 institutions in which manual training, and 3 institutions in which domestic science, was carried on with the ordinary school grade. These had respectively 808 and 1,042 pupils with 6 and 14 teachers. Over and above these and not in connection with the colleges and university, but in special technical schools, were 3 institutions offering industrial training, 2 offering home economics, 3 commercial courses, and 1 evening school not otherwise specified. These had respectively 34, 5, 15 and 6 teachers and 480, 102, 232 and 80 pupils. Short courses at universities and colleges were offered as follows: 4 intra mural classes in agriculture with 10 teachers and 235 students, and extra mural classes with 11 teachers and 14,778 students; 194 meetings in courses in home economics, and 2 commercial courses with 2 teachers and 9 students. Technical work of college grade in regular courses offered at the university and technical or agricultural colleges was offered as follows: agricultural courses with 155 stud-

¹The supplementary revenue act has now been repealed and no fees are chargeable in high school districts.

²The precise purport of the Act was as follows: A district might be formed in a certain area if there were between 4 and 9 children of school age within this area. If this number were too small to warrant the erection or operation of a school, the children would have to be conveyed to another district.

ents; industrial courses with 454 students; home economics with 2 students; commercial courses with 27 students. In connection with school and home projects there were 100 school gardens operated by 10,000 pupils and 1,500 home gardens operated by 2,500 pupils. The number of Boys' and Girls' Clubs was 54 with 1,330 boy members and 1,207 girl members. School fairs were carried out during the year to the number of 206 with 30,570 pupils exhibiting (see table 68, page 116.)

School agriculture is carried on under the direction of a director in charge of the School Agriculture Branch of the Department of Education. The work includes the activities of such organizations as: (1) Rural School Associations; (2) School Exhibitions; (3) Boys' and Girls' Clubs; (4) Better Farming Trains; (5) Teacher Training in Agriculture; (6) Lantern Lectures; and (7) Circulars. The Rural Education Associations may be considered as a parent or covering organization in relation to the other activities. These are organized under a board of directors consisting of officers of the association representative of associated schools and affiliated organizations. This board consists of a president and secretary-treasurer and 4 vice-presidents in charge of special fields as follows: (1) chairman of school exhibition department; (2) chairman of Boys' and Girls' Clubs department; (3) chairman of play and athletic department; and (4) chairman of community programme department. During the year 1921 the total in good standing was 186, as compared with 153 in 1920, and 118, 83, 57 and 38 in each of the four previous years. The activities of the association in 1921 were as follows: 160 school exhibitions; 2 exhibitions at agricultural society fairs; 2 other school exhibitions; 48 boys' and girls' clubs; 6 lantern slide lectures; 4 organized sports days. The number of school exhibitions and boys' and girls' clubs in 1922 has already been given. The projects of the clubs included calf, pig, sheep, colt and poultry raising, gardening, canning, stock judging and other projects including manual training, sewing, etc. Besides these there were activities in farm boys' corps and preparatory short courses and tree planting. A "Better Farming Train" runs over the Canadian National railway. This train in 1921 stopped at 65 points and a total attendance of 11,224 pupils was registered. A series of talks on school agriculture is given at the local sessions for teachers training and the provincial normal schools. A lantern slide library is in existence, and during 1921, ninety-three organizations were supplied, 24 loans were made, and 432 lectures given to an audience of 17,108 children and 12,479 adults. Eight circuits consisting of four or more points each were organized. The Household Science Branch of the Department of Education reported three new developments in 1921, viz., evening vocational classes, canning clubs, and nutrition work in elementary schools. The evening classes in 1921, amounting to the number of 28, were held at four centres, with an enrolment of 348 and 20 teachers. The canning clubs consist of demonstration to, and teaching of, members of Boys' and Girls' Clubs. The nutrition work in connection with domestic science consists of instruction as to standards of health (weight, etc.) and how these may be attained or promoted by proper cooking, etc. The domestic science officials spend a part of the summer in visiting rural schools, and are active in connection with school fairs, conventions and short courses. These short courses are offered by itinerant teachers. In 1919, 15 of such short courses were given, 24 in 1920, and 27 in 1921. In 1921, 3,611 pupils were in attendance. Teacher training courses are held at the teacher-training institutes, and a one-year course in household science is held at the university for the purpose of training itinerant teachers. A summer school for teachers held at the university in July is also operating in connection with this work.

The activities in agriculture properly began with the first school exhibition in 1909, the movement assuming a province wide character in the following year. In 1914 it was decided to appoint directors of school agriculture, household science and teacher training in agriculture at normal schools and to institute extension work by the directors at teachers' institutes and short courses in agriculture and domestic science at the university or normal schools, etc. In 1915 an Agricultural instruction Committee was appointed to direct the policy of the Department in Agricultural education, and in 1916 the courses in agriculture in public and high schools were revised. The rural educational association developed in 1915 and first functioned in 1916, in which year also saw the beginning of boys' and girls' clubs. In 1917 the university for the first time offered a number of short courses entitling to credit for degrees and took over the summer school for teachers, the department paying the railway fare and bearing a portion of the cost of instruction of teachers satisfactorily completing courses leading to a diploma. The development from the year of their origin in certain activities may be seen as follows:—

Year	Educational associations in operation at the close of the year	School exhibitions	Clubs members	Short courses attendance
1914		14		
1915		42		
1916	38	84	originated	
1917	57	129		
1918	83	175		
1919	118	207		1,457
1920	153	260	1,304	2,919
1921	186	280	6,217	3,611
1922		206	2,537	15,013

In 1919 the Technical Education Act was passed by the legislature providing for day school or classes for the purpose of training both adolescents and adults. The establishment and management of such schools was placed in the hands of a vocational committee of ten members of whom 3 were to represent employers and 3 employees wherever the institutes were situated.

Medical Inspection.—During the year there was 1 provincial director for medical and dental work in rural, village or town schools and 6 local centres. One part time medical officer, 2 full time dental officers and a provincial staff of 12 full time nurses and a local staff of 8 full time nurses, also 1 part time nurse, were engaged in the work. There were 45,271 pupils examined by the provincial staff and 16,913 by the local staffs or a total of 62,184. These reported 43,222 as needing treatment while 13,221 were treated by the various staffs.

Special Classes.—To date there is 1 special class for mentally subnormal pupils and 1 for retarded but not necessarily subnormal pupils. The latter has 20 pupils. (See table 74, page 120.)

The deaf of Saskatchewan are educated at provincial expense at the institution for the deaf in Winnipeg; the blind by a similar arrangement, at Brantford, Ontario. The number of deaf pupils in 1922 was 47; of blind 27.

In the year 1914 arrangements were made to open a school for the deaf at Regina, the deaf of the province having previously been sent to Winnipeg, the government paying a per capita fee to the government of Manitoba. The school was opened in 1915 but was closed in 1916, since which date the deaf have been sent to Winnipeg as heretofore. In 1917 a director of school hygiene was appointed in the person of a lady who for some years had worked in connection with health inspection in the schools of Regina. The activities of this Branch since this date may be seen in the following table:—

	1917	1918	1919	1920	1921
Number of schools inspected.....	—	221	548	1,121	1,199
Number of pupils inspected.....	21,561	3,855	14,926	33,831	38,826
Number receiving medical treatment.....	2,100	—	—	2,449	3,177
Number receiving dental treatment.....	—	—	—	2,947	5,629
Total number treated.....	—	—	2,295	5,396	9,806
Visits to homes.....	4,295	75	325	625	—

In close connection with this work should be noticed three other activities, two of which have already been discussed: 1. hot lunches in rural schools; and 2. nutrition classes in connection with the Household Science Branch; and 3. the training in school hygiene at the regular normal schools to teachers in training. The two last mentioned date from 1921. The possibilities or importance of these can only be estimated by medical authorities, but the trend and meaning, especially of the last mentioned, can be appreciated by all those interested in education. It is also interesting to see how the various branches of the department are co-operating towards a common end, the health of the pupils. It should be noticed that the work of the school Hygiene Branch includes not only medical inspection of the children, but also inspection of the hygienic conditions of schools and grounds.

Higher Education.—The registration at the provincial university during the year was 1,040—656 male and 384 female; at the colleges, 90—86 male and 4 female. Full statistics of the personnel of universities may be seen in tables 94 to 98; of colleges in tables 99 to 107. Attention is particularly drawn to the table showing different classes of colleges in the different provinces.

Private Schools.—The number enrolled in elementary and secondary private schools was 2,514—1,100 male and 1,414 female. These private schools exist to the number of 39. It will be noticed on page 162 that the classification of 2,433 pupils is given by grade, age and sex. An analysis of these institutions by the number of students in residence may be seen on table 108, page 157. Tables of business colleges will be found on pages 163-165. The number of students in business colleges reporting during the year was 649.

ALBERTA.

Summary of Enrolment in All Institutions.—During the school year of 1921-22 there were enrolled in all educational institutions in Alberta 155,699. Of these, 142,902 were in ordinary day schools (publicly controlled elementary and secondary); 3,202 in vocational schools; 760 in normal schools; 964 in colleges; 1,285 in universities; 546 in summer schools for teachers, over and above the university short course for teachers; 29 in the school for the Deaf at Winnipeg; 2 in the school for the Deaf at Montreal; 11 in the school for the Blind at Brantford, Ontario; 2 in the school for the Blind at Montreal; 2,304 in private business colleges; 2,489 in private elementary and secondary schools; and 1,203 in Indian schools. The number mentioned in vocational schools does not include the students of agricultural schools of which statistics are not available.

The enrolment in similar institutions in the previous year, was 148,127.

Elementary and Secondary Schools.—The 142,902 enrolled in elementary and secondary schools were accommodated in 4,485 departments of 2,861 schools. Of these, 53,330 were in 57 cities and towns, of whom 4,284 were in 10 separate schools; 23,310 were in departments of other graded schools; the total number of departments in the 273 graded schools being 1,897; 66,211 were in 2,588 ungraded schools. Of the graded school pupils, 6,571 were in 166 classrooms of 68 consolidations; 4,055 in 115 classrooms of 50 rural graded schools not in consolidations. It was pointed out in last year's statistical report that the enrolment in ordinary day schools was then 5.59 times what it was in 1905. In 1922 it had increased to 5.89 times that of 1905.

Average daily attendance.—The average daily attendance in these schools was 100,515 as against 82,416 in the calendar year 1920. This average attendance, which in 1920 had increased to 6.16 times what it was in 1905, is now 7.51 times. The province has for some years given very definite information upon the regularity of attendance, and this information is reproduced in table 8. It will be seen that relatively the number attending less than 20 days and from 20 to 50 days—in short the pupils whose attendance may be considered inadequate, have been decreasing rapidly, while the number attending over 150 days or about $7\frac{1}{2}$ months have been increasing.

The work of enforcing school attendance in towns and cities is carried on by local attendance officers. During the year a new form was in use by these officers in reporting to the department. The purpose of introducing this form was to endeavour to obtain a closer check on the causes of absence from school and the various teachers were required to report all half day absences. The result was very satisfactory in smaller centres. The number of work certificates granted during the year in cities and towns was 398. Associated with the ordinary attendance enforcement branch are other branches of child welfare work, among them the neglected children's department and the department dealing with mental defectives. The co-operation of these departments seems to be of considerable assistance to the attendance officers.

The results of efficiency in carrying out the attendance Act, the co-operation of the various allied branches and of the general public are very apparent in table 8. Comparing the present average attendance in 1922 of over 70 p.c. with previous percentages of attendance it is noticeable that it is higher than the percentage of 1921 in any province of Canada except British Columbia and Quebec; while Quebec was the only province exceeding or attaining this figure up to 1910. This percentage alone is an indication rather than a definite measurement. Further figures on attendance are being given by the province, showing not only the day's attendance by periods but also the relationship of the possible to the actual aggregate attendance. It is clear that in this province, as in Ontario and Saskatchewan, the time lost by irregularity pure and simple is not over half of that lost by pupils entered late in the year or leaving early.

The history of conscious activity to promote regularity of attendance includes the history of activities in manual training, etc., and of compulsory attendance laws. Other and more powerful agents are always presupposed, e.g., an improvement in facilities for attending; of conditions encouraging attendance; and the attitude towards school matters in general. These, however, are not subject to statistical measurement. A few historical notes on manual training, etc., will be found below in connection with that subject. Compulsory attendance laws became effective when the Department of Education took over the enforcement of compulsory laws from the superintendent of neglected children. A trustee officer was appointed in 1913. Trustees who hitherto were not compelled to keep schools open more than 120 days if there were not more than 20 children, and not at all if there were no more than 10 children, in the district, were forbidden to have schools closed except as appointed by the Minister. In 1918 the age limit for compulsory attendance was raised from 14 to 15 years.

Grade, Age and Sex.—The pupils in general schools were distributed by grade as follows:—Grade I, 31,434; II, 16,171; III, 16,066; IV, 14,154; V, 12,031; VI, 10,922; VII, 8,416; VIII, 7,625; IX, 3,522; X, 2,236; XI, 1,371; XII, 380; total 142,092. The increase in the upper grades as compared with the lower grades since 1912, the year in which the twelve grade system was introduced may be seen as follows:

Year	Percentage of the Total Enrolment in		
	Grade I	Grades IX to XII	Grades VII to XII
1912 (calendar year).....	32.24	3.92	14.65
1913 ".....	32.08	4.09	14.50
1914 ".....	29.86	4.44	15.51
1915 ".....	25.54	5.38	17.19
1916 ".....	25.14	5.81	18.06
1917 ".....	24.87	5.62	18.45
1918 ".....	25.41	6.22	19.42
1919 ".....	26.05	6.52	20.39
1920 ".....	24.93	6.74	21.31
1921 (half-year, January to June).....	25.24	6.04	18.94
1922 (school year July 1 to June 30).....	22.81	7.53	21.26

The distribution by age during 1915, 1921 and 1922 was as follows:

—	5 years	6 years	7 years	8 years	9 years	10 years	11 years
1915.....	710	7,341	10,262	10,138	9,685	9,605	9,011
1921.....	1,303	8,830	13,575	14,120	14,040	13,647	12,322
1922.....	1,049	9,412	15,835	16,211	15,654	14,592	13,987

—	12 years	13 years	14 years	15 years	16 years	17 years	18 years
1915.....	8,410	7,611	5,527	3,750	2,102	1,095	509
1921.....	12,088	11,248	9,691	6,615	3,513	1,833	835
1922.....	13,390	12,478	11,743	8,999	5,043	2,562	1,091

—	19 years	20 years	21 years	Total
1915.....	156	78	61	86-051
1921.....	668	—	—	124,328
1922.....	429	181	240	142,902

Attention is called to the proportion of pupils at the age of 14 or over in 1922 as compared with that in 1915—24 p.c., as against 15 p.c. It is also noticeable that there is no appreciable decrease between the ages of 13 and 14 in 1922, while in 1915 there was a decrease of nearly 30 p.c.

The distribution by grade of pupils leaving school at the age of 15 years since 1919 may be seen as follows:

Year	Grades						
	I	II	III	IV	V	VI	VII
1919.....	2.20	2.30	2.20	4.80	7.70	12.90	29.10
1920.....	0.91	1.21	2.06	4.23	7.04	13.20	17.10
1921.....	1.12	1.05	3.92	6.09	9.91	16.84	19.16
1922.....	1.14	1.61	3.59	7.02	11.28	16.52	19.29

Year	Grades					
	VIII	IX	X	XI	XII	Total
1919.....	26.60	8.40	3.10	2.00	0.40	100
1920.....	29.98	12.14	5.92	3.41	2.80	100
1921.....	33.55	6.65	1.47	0.24	0.00	100
1922.....	29.79	6.59	2.34	0.81	0.02	100

The following shows the distribution by grade and sex at the age of 13 years in 1922:—

—	I	II	III	IV	V	VI	VII
Boys.....	108	149	408	734	1,158	1,608	1,403
Girls.....	95	118	314	566	916	1,427	1,427
Total.....	203	267	723	1,300	2,074	3,035	2,830

—	VIII	IX	X	XI	XII	Total
Boys.....	837	140	24	3	—	6,573
Girls.....	847	176	18	1	—	5,905
Total.....	1,684	316	42	4	—	12,478

The relative attainments of boys and girls as shown by comparing the comparative distribution at a single age (in this case 13) may be seen as follows. This shows differences which would not appear in single averages. It is noticeable that 39 p.c. of the boys are below grade VI at this age as against 34 p.c. of the girls, and only 36.5 p.c. of the boys are above grade VI as against 41.7 p.c. of the girls, and that in general the girls at this age seem to be more advanced than boys by about one promotion.

Comparative distribution by grade of boys and girls at the age of 13.

—	Kinder- garten	I	II	III	IV	V	VI
Boys.....	0.08	1.6	2.3	6.2	11.2	17.6	24.5
Girls.....	0.14	1.5	2.0	5.4	9.6	15.5	24.2

—	VII	VIII	IX	X	XI	Median
Boys.....	21.3	12.7	2.1	0.4	0.5	6.45
Girls.....	24.2	14.3	2.19	0.3	0.01	6.66

In close connection with the distribution of pupils by grades should be mentioned a revision in the course of studies for both elementary and secondary schools which is now on trial. A new course for elementary schools was outlined during the year 1921-22 and subjected to very careful tests by teachers who prepared constructive criticisms which were brought up at the meeting of the educational association during Easter Week, 1923. A draft of a new course of studies for high schools is in the course of preparation.

Teachers.—The number of teachers in elementary and secondary schools in 1922 was 5,787—1,438 male and 4,359 female. The distribution by class of certificate was 1,290 first class; 3,204 second class; 592 third class; 471 permits; 91 pending (that is with certificates from other provinces); and 139 special, such as manual training, domestic science, etc.

The large number in normal schools during the year (nearly 1,000) indicates that the supply of fully trained teachers is fast becoming adequate. It is noticeable that in 1921-22, 78 p.c. of the regular teachers had certificates of second class standing or higher—The proportion of males to females (1 to 3) shows a slight increase over that of the last five or six years, but has evidently not yet recovered from the effects of the war—previous to the war the male teachers were in the proportion of 1 to 2, but by 1918 had fallen to 1 to 4. Teachers' residences, which are increasing in number, will no doubt tend to attract more men to rural positions.

Teachers in Training.—The number of teachers in training during 1922 was 760—218 male, and 542 female. These were in attendance in the three normal schools at Calgary, Camrose and Edmonton. Of the teachers in training, 34—15 male and 19 female—were trained for academic certificates; 147-47 male and 100 female—for first class; 378—90 male and 288 female—for second class. These were taught by a staff of 22—13 male and 9 female—permanent full time teachers. The regular model schools attached to the normal schools had 31 teachers. Two of these model schools were 8 grade schools and one was a 9 grade school. In addition to the model schools were other schools for observation and practise teaching.

The first normal school was opened at Calgary in 1905 having in connection a model school with 8 rooms. In 1908 to supply the demand for teachers, an arrangement was made whereby British teachers were to be recognized as qualified to teach in Alberta schools, the British educational officials co-operating in weighing and reporting on the qualifications of applicants. A second normal school was opened at Camrose in 1912. In 1913 was opened an English school for foreigners for the purpose of training foreigners to teach among their own people. An arrangement was made between the three prairie provinces whereby a teacher holding a Grade XI certificate and having had 33 weeks of professional training is recognized as a second class teacher. A summer school for teachers, with a special view of training for the elementary course in agriculture, was opened in 1913. In 1919 the Province introduced the system of advancing loans to cover the cost of normal training. In the same year the minimum requirements for teachers' certificates were raised to Grade XI and 8 months of normal training, and these loans, no doubt, would facilitate attainment to the standard now required. Also in 1919 provision was made for teachers' residences. Each district erecting such a residence at a cost of not less than \$1,000 with adequate furniture and 5 acres of ground appurtenant was to receive a grant equal to one third of the total cost. In 1918 the legislature fixed the minimum salary in ungraded schools at \$840. The third normal school was opened at Edmonton in 1920. This school had an enrolment of 110 students with at least Grade XI standing at the outset. In 1922 it had 157 of whom 29 were training for academic and 33 first class certificates.

Summer School for Teachers.—The attendance of the 1922 season was the largest in its history being 620, 721 having applied for admission. This attendance formed an increase of 153 over that of the previous year. Of the enrolment 100 were in courses offered by the university, 15 were qualifying for academic certificates and 29 for certificates of the first class.

Teachers' and Trustees' Association and Conventions.—The growing importance of these organizations is shown by the part the educational association is taking in connection with the new course of studies. There is little doubt that teachers' associations will become more and more important in the future, especially with the growth of experiment in education.

Secondary Education.—That secondary education is now carried on whenever a teacher is found qualified to teach the high school grades may be seen in table 55, which shows that a considerable number of pupils are enrolled in secondary grades even in ungraded schools. As in most other provinces, secondary education in Alberta is strictly a continuation of the elementary grades, and continuation departments are to be found in nearly all of the graded schools except in cities and towns which have regular high schools. The rural high school is now a feature of education in Alberta. The age, grade, sex distribution of over 6,000 pupils in secondary schools in 50 towns is to be found in table 65, also the number of pupils taking different subjects of studies. This table will have particular interest after the new course of studies is in operation. In this course of studies the number of subjects is reduced with a view to encouraging intensive work and a large number of optionals is introduced.

Agricultural, Industrial and other Special Studies.—During 1921-1922 there were in connection with the ordinary school grades in the regular school 23 institutions teaching manual training with 17 teachers and 3,128 pupils; 28 institutions and classes offering domestic science with 20 teachers and 4,284 pupils; and 5 giving commercial courses with 21 teachers and 516 pupils. It will be inferred from the number of teachers that some of them were itinerant. There were 21 night schools with 121 teachers and 1,830 pupils; 1 correspondence course with 2 teachers and 282 pupils. Boys' clubs to the number of 14 with approximately 350 members and girls' clubs to the number of 40 with approximately 680 members were reported; also 129 school fairs with 24,000 pupils exhibiting. The total number of pupils in institutions within the meaning of the Dominion Technical Education Act was 3,477.

In 1911 evening classes for foreigners were in operation in Calgary with an enrolment of 700 in technical work and 300 in other evening classes. In 1913 three schools of agriculture at Olds, Claresholm and Vermilion with a registration of 266 pupils were opened. In the same year a summer school for teachers with a special view to the training of teachers for an elementary course in agriculture was set in operation. A provincial director of technical education was appointed in 1914.

Rural School Organization.—During the year 1921-22 there were 68 consolidations in Alberta from 217 original districts. Of these, 51 were graded and 17 ungraded schools. There were in all 6,571 pupils, of whom 6,010 were in 166 graded classrooms. The average attendance was 71 p.c. of the enrolment. Conveyance was carried on by 193 vehicles. Over and above consolidated schools were 50 rural graded schools from 50 original districts with 115 graded classrooms and 4,055 pupils. The average attendance was 2,413, or about 60 p.c. of the enrolment. As in the case of Saskatchewan, it will be noticed that the regularity of attendance of pupils conveyed in vans is much better than of those not so conveyed. The rural secondary school is a recent organization, and has not yet had time to show decided development.

Even before 1905 Alberta had gone so far as the beginning of consolidation. A provision was incorporated in the school ordinance of 1901 empowering trustees to arrange for the conveyance of pupils in the districts. In 1913 grants to consolidation were provided according to: (1) the number of original units; (2) according as a consolidated school had at least 6 pupils in Grades above VIII; (3) the number of vans; (4) the number of approved motor conveyances; (5) community halls; (6) provision for conveyance of isolated pupils. In 1914 there were 2 consolidations formed out of 8 units. In 1915 there were 12 from 33 units and with 563 pupils. Since that date consolidations have increased at the rate of about 7 a year until the present number of 68 has been reached. In 1919 an amendment to the consolidation Act provided that when the question came up as to whether a village or town and rural districts should consolidate, the rural and urban districts might vote on the question separately. In this way the danger to the rural district of being outvoted on the question was eliminated. Notwithstanding the changes, twelve new consolidations were established during the year. Also in 1919 a very interesting move was made in the providing of an annual grant of \$400, for the second room opened in a rural district in addition to the usual \$200, for the junior room of a graded school. This has had the effect of 50 rural graded schools being opened to date. In connection with rural education should be mentioned the activities in connection with teachers' residences. Each district erecting such a residence at a cost of not less than \$1,000, with adequate furniture and 5 acres of ground appurtenant, was to receive a grant equal to one third of the total cost. By 1920 there were two of these erected. Another phase of rural educational activities was secondary consolidation of rural high schools. Two of these were in existence in 1921 and in 1922. Consideration is also being given to the matter of erecting municipal school boards.

Medical Inspection and Special Classes.—In 1921-22 in connection with school medical inspection in Alberta, there were 4 full time and 2 part time medical officers; 5 full time dental officers; 19 full time and 2 part time nurses; 4 clinics; and 3 psychological experts. The number of pupils examined was 44,421 of whom 23,243 were reported as needing treatment and 17,344 were treated. The accommodation for the special education of mentally subnormal pupils were: 1 institution with 50 pupils, and 4 special classes with 67 pupils. Of special interest is the existence of 1 special class with 40 pupils for super-normals.

In 1911 the school board at Edmonton inaugurated a system of medical inspection of school children. In 1918 the legislature made it compulsory for boards of trustees in town schools to employ a medical practitioner to inspect school children at least once a year, and authorized them to provide for treatment. In this year a home for mentally defective children was opened at Edmonton with 35 inmates. The separate school board of the city introduced medical inspection in this year. Beginnings were made in 1919 at several rural centres for medical inspection, especially by public health nurses who are not under the Department. The Edmonton city board during this year took a step towards special education of children of subnormal mentality, two rooms being provided for this purpose. In addition to these an "opportunity" class was opened for children who although mentally normal had been retarded through other causes. In the matter of medical inspection, besides the ordinary inspection, two complete physical examinations were required of each child, one in Grade I and the other in Grade V. In 1920 some inspectors reported that nearly every school in their inspectorates had been medically inspected during the year. The blind and the deaf had for many years been provided for by arrangements with the governments of Ontario and Manitoba, Alberta paying Ontario for the education of the blind at Brantford, and Manitoba for the education of the deaf at Winnipeg.

Higher Education.—In 1921-22 there were 1,285 students enrolled in the provincial university, and 657 students in the technical college, 148 in theological colleges and 159 students in affiliated colleges.

Alberta College was founded by the Methodists in 1903 and had about 1,000 students in matriculation subjects, theology etc. by 1913. At the first session of the Alberta Legislature in 1905 steps were taken to establish a university. In 1907 provision was made for the purchase of a university site and the Lieutenant-Governor was authorized to appoint a president. The Senate met for the first time in 1908 and decided to proceed with the organization of the first faculty—Arts and Science,—which was opened in the autumn with a staff of 4 professors and an enrolment of 37 students. Robertson college, a purely theological institution, was opened by the Presbyterians in 1910, and in the same year St. John's College was opened by the Roman Catholics as a seminary. In 1911 provincial health laboratories were transferred to the university building. In 1912 the first building on the university site was opened. In 1913 a faculty of medicine was opened at the university, and Robertson College and Alberta College were affiliated to the university. Arrangements were made by the Presbyterians and Methodists for a part staff while their degrees in theology were to be controlled by the university senate of which the principals of the colleges are ex-officio members. To every theological college desiring affiliation was offered a site of about 8 acres on the University ground. The various professional societies have one by one become affiliated with the university, giving over to the university senate, on which they are represented, the power of controlling their examinations. The following societies had been affiliated by 1913: Alberta Land Surveyors; Alberta Dental Association; The College of Physicians and Surgeons; the Alberta Architects' Association; The Land Society of Alberta; the Institute of Chartered Accountants; and the Pharmaceutical Association. An extension department with a full time secretary had also been opened, the secretary to visit the farm centres with the object of bringing the university in close touch with the life of the province. In 1915 was recommended the appointment of a board of provincial examiners linking the work of the Department of Education with that of the university. This board was operating in 1917.

School Support.—The expenditure on education during the calendar year 1921 was \$12,134,488 of which \$5,213,011 was in teachers' salaries. The receipts were \$12,038,052 of which \$1,146,722 was contributed by the government; and \$10,891,330 by ratepayers. The expenditure by the university was \$1,476,119, of which \$450,000 was capital and \$1,026,119 current. The expenditure by colleges was \$176,270—\$79,625 capital and \$96,645 current. The receipts of the university was \$1,021,355 of which \$427,825 were government grants and \$51,560 fees. The cost per pupil enrolled in ordinary schools was \$61.24 and in average daily attendance \$87.09. (See page 140 for historical table of receipts and expenditure of the Department; page 141 for a similar table on cost per pupil; page 153 for financial statistics of university; and page 154 for financial statistics of colleges.)

BRITISH COLUMBIA.

Summary of Enrolment in all Institutions.—During the school year 1921-22 there were enrolled in all educational institutions in British Columbia, 104,590¹. Of these 91,919 were in ordinary day schools (elementary and high); 685 in normal schools; 5,628 in technical and night schools; 23 in the school for the Blind²; 52 in the school for the Deaf; 1,231 in the university; 189 in colleges; 1,075 in private business colleges; 1,283 in private elementary and secondary schools; 234 in a departmental summer school for teachers; and 2,505 in Indian schools. The total enrolment in similar institutions during the previous year was 97,912. The year 1921-22, therefore, shows an increase of 6,965 or 7 p.c. over the previous year.

Elementary and Secondary Schools.—The 91,919 enrolled in 991 elementary and secondary schools were accommodated as follows: 8,634—3,788 boys and 4,846 girls—in 58 high schools; 40,965—21,176 boys and 19,789 girls in 95 city graded elementary schools; 24,371 in 180 rural municipality schools; 17,949 in rural and assisted schools. Besides the high schools should be mentioned superior schools having pupils in advance of what would be called grade VII in other provinces.

The enrolment represents an increase of 5,969, or about 7 p.c. over that of the previous year. The percentage of increase was greatest in the case of high schools with about 19 p.c.; second, in the case of rural municipal schools with 9 p.c.; third, of rural and assisted schools with about 7 p.c.; while the least increase was shown by city elementary schools with about 4 p.c. As a result of the increase 49 new schools opened in districts recently settled.

Average Daily Attendance.—The average daily attendance was 75,528, or 82.16 p.c. of the enrolment, the highest in provincial records, and a considerable increase over the very high average of last year. This average was distributed as follows: 7,481 or 86.65 p.c. in high schools; 35,642 or 87 p.c. in city elementary schools; 20,096, or 85.77 p.c. in rural municipality schools; and 11,499, or 64.06 p.c. in rural and assisted schools.

As mentioned in last year's statistical report, the enrolment in British Columbia has increased 87½ times from 1873 to 1921, and the average attendance 119.13 times. The year 1922 brought a further record of 89½ times in enrolment and 131.3 times in attendance. Tables 4 and 9 show how this growth has proceeded.

An Act of 1873 introduced a permissive compulsory attendance clause, giving power to trustees under certain restrictions to compel parents and guardians of children from 7 to 14 years of age to send them to school. Since that date the compulsory attendance laws have passed through successive phases of severity until in 1922 it was enacted that those responsible for absentee pupils between 7 and 15 years of age, not especially exempted, were liable to a fine for each day's absence. Whether from the efficiency of the compulsory laws; the organization of rural municipal schools; the superior attractions offered by the large proportion of graded schools; or by the equableness of the climate; or more probably from all these causes combined; British Columbia has the highest percentage of attendance in Canada, the second being Quebec.

Grade, Age, etc.—The pupils in elementary schools in British Columbia were distributed by grade as follows: primer (grade I), 13,714; First Reader (grade II) 14,454; Second Reader (probably equivalent to grades III and IV) 14,420; Third Reader (grades V and VI) 22,213; Fourth Reader (grades VII and VIII) 18,174. The distribution by these grades in the three types of schools may be seen on page 90. Particular attention is drawn to the comparatively small number in grade I, and the large number in grades VII and VIII.

Several changes were made in the text-books and courses of studies during the year. A new set of readers authorized also in the three prairie provinces was compiled and revised by a committee of teachers representing the four provinces.

Secondary Education.—Besides the pupils in high schools were 17 in city schools with continuation classes, 29 in rural municipality schools with continuation classes, 264 in rural and assisted schools with continuation classes. However, 8,634 pupils in secondary grade were accommodated in high schools.

The regulations governing admission to high schools were changed during the year. For some years all entrance pupils in the larger cities as well as 60 p.c. of those attending schools of seven or eight divisions (departments or classrooms) in other districts were promoted upon recommendation of their teachers. This method did not seem to produce sufficiently satisfactory results, and the new regulations provide for the promotion without examination of only the more studious and advanced pupils attending schools of seven or more divisions. The rest are required to pass an examination set by the Department in arithmetic, geography, grammar, composition, etc.; to make an average of 60 p.c. on the examination; and also produce a statement from their teachers certifying satisfactory completion of work in history, English literature, nature study and hygiene. On the year's examinations, 2,168 candidates succeeded in passing, while 1,417 were promoted without examination. The regulations governing the issuing of matriculation certificates were modified in order to allow persons who are actually engaged in mercantile, industrial or other occupations to write off one or more subjects at any June or September examination. Matriculation under these conditions must be completed within four consecutive years. A new regulation was put in force by which superior school pupils are required to write the departmental examinations for promotion from the first to the second year and from the second to the junior matriculation year. This matter was left optional with the high schools.

¹ Excluding duplicates; e.g., university and summer school for teachers.

² Of these 15 were at Brantford, Ont., and 8 in the school for the blind in British Columbia.

The first high school in British Columbia was established in Victoria in 1876. In the same year was held the first competitive examination for entrance into high school in twenty-one of the public schools and by 160 candidates, of whom only 68 passed. The papers were in Arithmetic, English Grammar, Spelling and Geography. In 1884 a high school was established at New Westminster; in 1886 at Nanaimo; and in 1890 at Vancouver. The first departmental high school inspector was appointed in 1911 and a second in 1920. In 1910 an amendment to the Act of 1905 established *Superior schools*. These were devised for bringing secondary education within the reach of rural children, and were established in rural municipal school districts and organized rural districts, where there were at least 10 persons available as high school pupils, to teach the senior grade of the elementary school course and the Junior grade of the high school course. Up till 1916 the high school pupils were examined at the end of each school year by the Department of Education. In 1916 the Department tried the experiment of omitting departmental examinations in the preliminary Junior high school grade, credit being given to pupils on the report of the schools. This experiment was extended in 1918 to second year high school pupils. In 1919 high school entrance examinations were done away with in cities of the first and second class. In 1921, however, there were symptoms of a desire to return towards the departmental examination system; this year the department prepared papers for the first two years of high school leaving the writing of them optional with the school. In 1921 the Junior and Senior University Matriculation examination superseded the two senior high school years in the departmental curriculum.

Teachers.—The number of teachers in elementary and secondary schools in 1922 was 2,994—700 male and 2,294 female. Of these, 301—184 male and 117 female—were in high schools; 1,149—191 male and 958 female—were in city elementary schools; 719—132 male and 587 female—were in rural municipality schools; and 825—193 male and 632 female—were in regularly organized assisted rural schools. The classification of these teachers was 482 academic; 548 First Class; 1,217 Second Class; 374 Third Class; 202 temporary and 171 special. The male teachers increased by 105 or 18 p.c. over the previous year. An increase of 49 academic certificates and 58 First Class certificates and a decrease of 44 in Third Class certificates show the trend of teachers' qualifications. A teachers' bureau has been organized in connection with the Department. This service is free to both teachers and trustee boards. During the year, about 600 teachers were thus placed in touch with school boards.

Teachers in Training.—During the year 1922 there were in British Columbia for teacher training, 2 normal schools with a teaching staff of 10 regular full time. The number of teachers in training was 685—155 male and 530 female. Of these, 196—60 male and 136 female—were training for First Class certificates; and 489—95 male and 394 female—for second class. In the model schools attached, 62 teachers were in charge. The two normal schools had libraries with 5,100 volumes.

The provincial summer school (July 10 to Aug. 11) was attended by 213 teachers during the year. Among the subjects taught were rural science, primary grade, manual training, etc. The third summer session of the university of British Columbia was held during July and a part of August and was attended by 9 inspectors and over 200 teachers. Students thus attending are given credit in first or second years in Arts and Science. In addition to the regular university courses are given such courses as advanced commercial work for teachers holding first class or academic certificates. There were also provided 3 advanced courses in educational subjects for inspectors, principals of schools and other mature students. By means of this summer session several teachers who were holders of Second Class certificates have completed the additional work required for First Class certificates.

The first provincial normal school for teachers training was opened in Vancouver in 1901. An Act of 1910 authorized the board of examiners to grant four classes of teachers' certificates; Third class, valid for three years; and Second, First, and Academic classes, valid for life. After 1911 all recipients of third class license had to hold a certificate from a normal school. A second normal school with a two-division model school was opened at Victoria, in 1915. In 1918 for the first time pupils successful in the third year commercial examinations were admitted to normal schools with the object of providing a supply of commercial teachers. The regulations of 1919 provided that the teachers of the academic class must hold a university degree. In the same year courses in education were first offered by the university. In 1921 a departmental summer school for teachers had 207 in attendance, while 124 attended the summer school for teachers conducted by the university. In 1914 night classes were formed in Victoria specially to instruct teachers of the junior elementary grade in clay-modelling, etc. Evening classes were opened in this city in the same year to provide special training for subnormal children.

Rural Education.—In 1922 there were 180 rural school municipalities with 579 graded classrooms with 22,252 pupils, and 81 ungraded classrooms with 2,119 pupils. There were also 266 graded class rooms in the rural school districts with 8,487 pupils, and 392 ungraded classrooms with 9,462 pupils.

These municipalities employ 4 medical officers, 2 dental officers and 10 specialists in agriculture. There were in all 150 school gardens.

The most important organization for furthering rural school education is the Rural Municipal School and the other rural graded schools. Conveyance of children is carried on where necessary. The rural municipality districts were introduced in 1906 and reduced the number of school districts in the province from 257 in 1905-6 to 167 in 1906-7. The activities and success of the rural municipality school district can be adequately represented only by a full statistical description. Particular attention is, therefore, called to table 67, showing the growth, enrolment, grading and special subjects in rural municipal schools since 1906.

Agricultural, Technical and other Special Education.—During the year 1921-22 there were in connection with the ordinary school grades in British Columbia 12 classes giving instruction in agriculture with 10 teachers and 450 pupils; 79 classes with 62 teachers and 10,470 pupils giving instruction in manual training; 51 classes with 46 teachers and 8,006 pupils giving instruction in domestic science; and 35 classes giving instruction in commercial courses. In other than ordinary schools but below college grade were the following:—

	Institutions	Instructors	Pupils
Industrial training.....	3	27	111
Home economics.....	2	12	1,325
Commercial training.....	11	44	52
English class for foreigners.....	5	4	3,425
Other work.....	21		

In the university there were 69 in agricultural courses, and 217 in industrial short courses;

Correspondence courses included 1 with 152 students in industrial branches; 1 with 12 students in commercial branches and 1 with 300 students in ordinary school grades. The technical branch of the regular university courses may be seen in tables 96 to 107. The school and home projects included 150 school gardens operated by 4,000 pupils, and 50 home gardens operated by 600 pupils. During the year there were 15 school fairs.

The correspondence courses in ordinary grades are for the benefit of children in isolated districts. These courses are conducted by the Department, are free and cover the work of elementary schools. As may be noticed, correspondence courses were also given in technical branches. Classes for teacher training, manual training, and domestic science were held on Saturdays in Vancouver, and from these classes manual training instructors were recruited as vacancies occurred. The technical schools now provide three years' work at the end of which a technical leaving certificate is issued. In the household science courses is included instruction in such subjects as hygiene, child welfare, home-nursing, etc. Elementary agricultural education includes instruction in the high and elementary schools. The two year course prescribed was taken by 457 students attending high schools where the subject is taught by specialists.

In 1914 provincial legislation provided for prevocational classes, and the Vancouver board decided to organize day classes of children over the age of 15 about to leave school. In the same year the province operated the first summer course in rural science and the administration of school gardens was taken over by the Department. A director of high schools and pre-vocational work was appointed in 1916. In 1915 a director of elementary agricultural education and organizer of technical education and night schools were appointed. In 1917 the first technical class for boys was opened in Vancouver in connection with one of the high schools. In the same year an information and employment bureau in connection with schools was opened in Vancouver. It was arranged that the principals of schools should file particulars about pupils from 14 to 17 years of age and that the bureau might refer to these in placing adolescents in leaving school in touch with employer. In 1918 pupils who had successfully completed their third year commercial course were admitted for the first time to normal schools with the object of providing a supply of commercial teachers. In 1919 the university arranged to accept as partial students pupils who had passed a matriculation examination in technical subjects. In 1920 a technical school was opened for the first time at Victoria. Special technical teachers' certificates were issued for the first time this year. In 1921 a large building was provided for a technical school at Vancouver, also one at New Westminster. Vancouver, this year established a trade course attached to labour organization in the work of apprenticeship training. Commercial courses, by this time had been established in 10 centres in the province.

Medical Inspection and Special Classes.—At the beginning of the year, a school for the deaf and dumb was opened by the Department in Vancouver and later established in permanent quarters at Point Grey. There are now 62 children in attendance. The Boy's Industrial school previously at Point Grey was moved to Coquitlam.

In 1907, the Vancouver school board appointed a full time medical officer, and a year later, a school nurse, for the regular and systematic examination of all school children. The medical staff by 1912 had increased to one full time medical officer, one half time assistant and two school nurses. Arrangements were also made for free treatment of those who could not afford to pay. A school clinic commenced operation, treatment in the way of glasses, etc. being given free wherever necessary. The board was also arranging for the institution of open air schools for delicate children. In the following year, (1913) medical inspection was established in South Vancouver. In 1914 a dental clinic was established in Vancouver with a dentist employed for 24 hours a month. Extensive medical examinations were carried out in South Vancouver and New Westminster, all the schools being examined in the former Municipality, and 2,023 in the latter, where one half-time doctor and a full-time nurse were appointed for the first time. In 1918 a second dental clinic was opened in Vancouver, and a psychologist was appointed to study retarded children and organize special classes. In 1919 the medical staff numbered 3 doctors and 7 nurses while a fifth dentist was appointed during the year. A sum of money was also set aside in Victoria for a dental clinic. In 1920 an arrangement was made by the Vancouver board to treat, free of charge, children of families whose income did not exceed \$4 a week per member. Treatment went on at such a rapid rate, that before the end of the year this privilege was extended to incomes not exceeding \$5 a week. A dental clinic was opened at Victoria during the year, legislation giving effect to the appointment of a dental officer and an assistant school nurse. Service was also introduced at Victoria for children suffering from malnutrition. By 1921 the medical staff of Vancouver consisted of 1 medical doctor, 2 lady assistant doctors and 8 nurses. All dental cases had been treated.

Special classes.—In 1912 an important movement began at Victoria in the interests of retarded and backward children. Two schools introduced what was known as "Batavia" teachers, that is, teachers, in charge of no particular class, but devoting their time to teaching backward children of all grades. In the same year special classes for sub-normal children were established in Vancouver. Also in the same year the board was arranging for the institution of an open air school for delicate children. In 1914 evening classes were opened in Vancouver to provide special training in teaching sub-normal children. In 1915 a special class for sub-normals above imbecile grade was opened in Victoria and a class for deaf children was opened in Vancouver. In 1916 a class was opened for blind children in Vancouver. Mention was made this year of eight children attending "oral" classes, and of two auxiliary classes with approximately 12 pupils each in the latter city. In 1918 a psychologist was appointed in Vancouver to study retarded pupils and organize special classes. By 1919 there were in operation in this city 10 and by 1920, 12 special classes. In the latter year a social worker was appointed by the city to act as a sort of guardian for such children while attending school and more especially after leaving school to go to work. By 1921 the special classes in Vancouver had increased to 16, four being added during the year. In this year the school for the deaf was taken over by the government.

Higher Education.—In 1921-22 there were registered in the university of British Columbia 1,231 students. Full statistics of the personnel of the university may be seen in tables 94 to 98; of colleges on tables 99 to 107; the financial statistics in tables 104 to 105. Attention is particularly drawn to the table showing the different classes of colleges in the province.

In 1890 a rather unsuccessful attempt was made to establish a provincial university; proceedings having actually reached the point of an electing of a senate. In 1896 an amendment was made to the School Act whereby boards of trustees of the four cities were allowed to petition to obtain charters of incorporation as boards of governors of their respective high schools that they might be in a position to affiliate them with eastern universities. Accordingly, the high schools of Vancouver and Victoria were affiliated with McGill University, which affiliation was extended in 1906 to incorporate the Royal Institute for the Advancement of Learning of British Columbia. Under this Act, amended in 1907, power was granted to this institution to establish at such places as McGill university might desire, colleges for the higher education of men and women. The University classes of Vancouver and Victoria were transferred to the control of the Royal Institute. Three years in Arts and two in Applied Science were taken at Vancouver and two years in Arts were taken at Victoria. The expenses were met by grants from the province and the school trustees and by voluntary contributions. In 1907 an act was passed setting apart for university endowment lands not exceeding 200,000 acres, and in 1908 another act was passed to establish an incorporated

university. The first meeting of convocation was held in 1912. In 1920 Victoria College, one of the McGill colleges, was affiliated with the university. Since the establishment of the university, it is probable that few countries in the world have gone so far in linking the work of the school with that of the university. In 1921 the Department of Education substituted Junior and Senior Matriculation standing as the academic preparation for entrance into normal schools. In 1920 also a course in education was first offered in the university. In 1922 it had students in summer schools for teachers. It is no exaggeration to state that the system of education in British Columbia is continuous from kindergarten to a university degree.

Private Schools.—The number enrolled in elementary and secondary private schools was 1,283—423 male and 851 female. It will be noticed in table 119 that the classification of the 1,283 pupils is given by grade, age and sex. An analysis of the institutions by the number of students, residence, etc. may be seen in table 108. The statistics of business colleges will be found in table 120. The number of students in business colleges reporting during the year was 1,075.

School Support.—During the year 1921 the expenditure on education was \$7,833,578 of which Government grants amount to \$3,141,738; and \$4,691,840 was raised by local assessment. The cost per pupil enrolled was \$85.23; in average attendance was \$103.73. The expenditure of the university was \$549,775 of which \$18,590 was capital and \$501,185 was current. The receipts were \$558,447 of which \$489,500 was in the form of government grants and \$44,798 of fees.

CHAP. III.—MISCELLANEOUS NON-PROVINCIAL ACTIVITIES

The Honorary Advisory Council for Scientific and Industrial Research.—This council owes its foundation to conditions created by the Great War. When trade relations were disrupted, there was almost immediately a scarcity of many essential materials, and, owing to lack of scientific knowledge regarding satisfactory substitutes and processes involved in key industries, the extent to which the nation had become dependent upon foreign monopolies in matters relating to the industrial application of science was at once apparent. A committee of the Imperial Privy Council was appointed and, under it, an advisory council for Scientific and Industrial Research was established early in 1915 by the British Government. The dominions were invited to establish similar organizations, and acting on this suggestion the Government of Canada appointed in 1916 a sub-committee of the Privy Council under which was constituted late in 1916 the Honorary Advisory Council for Scientific and Industrial Research, composed of eleven men. To this Council were assigned the following duties:—

- (a) To ascertain and tabulate the various research agencies in Canada.
- (b) To note and schedule the researches and investigations.
- (c) To co-ordinate all research agencies so as to prevent overlapping.
- (d) To tabulate the technical and scientific problems confronting Canadian industries.
- (e) To study the unused natural resources of Canada and the by products of all basic industries.
- (f) To increase the number of trained research men.
- (g) To stimulate the public mind in regard to the importance and utility of scientific research.

To meet the situation discovered—the lack of preparation for the scientific development of Canadian industries—the Council established a number of fellowships, studentships and bursaries having an annual value of \$1,200, \$100 and \$750 respectively. The lowest of these can be held only by university graduates, and the other two may be awarded in order if proof of a distinct capacity for research has been shown by the bursar after one year's work at one of the large universities of Canada. Up to the present, 146 of these awards have been made to 96 persons. On these grants the Council expends annually a sum not exceeding \$40,000, or over a third of the annual grant given to it by the Dominion Government.

The Council has inaugurated a number of very important researches, such as that on the utilization of Canadian peat, and that on the briquetting of low grade lignite of South Eastern Saskatchewan. It has also made 93 grants for research into questions of special importance to Canadian industry representing an expenditure of about \$175,000.

The Council has associated with itself eleven associate or advisory committees composed of the leaders in various branches of science in the Dominion and comprising 145 persons, all of whom serve without remuneration.

The Council early recommended to the Government the establishment of a national research institute by means of which a wide scheme of industrial research could be organized, the government supplying well equipped laboratories and shops under a director and assistants of successful experience in conducting research, while the several industries would provide the salaries of the skilled worker and an additional outlay required for the solution of the special problems which they would bring to the institute. A special committee of the House of Commons was appointed to investigate the recommendation, and reported favourably thereon in April, 1920. A bill for the establishment of such an institute was passed by the Commons in 1921, but failed to pass the Senate.

Already research institutes have been founded in Great Britain, United States, Australia, New Zealand, Japan, Germany, Belgium and India. (Secretary—S. P. Eagleson, Esq., Ottawa).

Dominion Technical Education Branch.—This branch under the Dominion Technical Education Act had, at the close of the fiscal year 1922, been in operation for three years. The assistance given to the province under this act "has stimulated activity in all branches of the work and resulted in the spread of vocational education from a few large industrial centres to the smaller cities and towns. Every province is studying the educational needs of those children who are not provided for by the established academic schools, and an earnest effort is being made to extend the scope of the educational system to provide the needed vocational and citizen training for young people entering industry and for all who have left school without sufficient training to enable them to properly fulfil the duties and responsibilities of citizenship, and to advance in their work. It is the purposes of the Technical Education Act to assist the provinces in promoting vocational education of secondary grade".¹ A new type of schools known as the composite high school is being developed which combines the academic, commercial, industrial, agricultural and homemaking departments into one school, and places all departments on an equal footing. Prior to 1919 there were less than ten public buildings in Canada devoted exclusively to secondary Vocational education; including the new composite high schools, there are now thirty-two vocational buildings of which ten were completed or were in the course of construction during the year 1922. Plans were being made in 1923 for the construction of six more buildings. These new buildings were erected in the larger industrial and commercial centres. In the smaller communities the work is confined to industrial, commercial and homemaking departments in connection with the established high schools, and to evening classes conducted in the academic day school buildings or temporary or rented quarters. The total number of vocational schools in which grants are paid under the provisions of the Act is 283. This number includes day vocational buildings, evening schools and provincial correspondence departments. It does not include agricultural schools, nor domestic science and manual training classes in connection with academic courses.² Efforts have been made to bring about the establishment of a central vocational teacher-training institute for the Dominion. At present teachers for this work are drawn from the teachers of academic subjects in high schools, teachers of manual training in high schools, recent graduates in engineering and skilled workmen in industry who have a good general education. Practically all the shop instructors are obtained from the last mentioned source. The provinces are conducting summer schools for vocational teachers and allowing others to go to the United States for additional training. (Director—A. H. Crawford, Ottawa).

Canadian Educational Association.—The first convention of the Canadian Educational Association since 1918 was held in Ottawa on November 1 and 2, 1922. This Association, which prior to 1918 was known as the Dominion Educational Association, is composed of representatives of the provincial departments of education, presidents of universities and teachers' associations, representatives from university departments, trustees' associations, secondary schools, and auxiliary educational activities connected with provincial school systems. Provision is also made for the membership of others interested in education. The delegates to the Ottawa convention represented all branches of educational work under public control with a few representatives from privately controlled schools and industrial corporations. The convention gave attention, among other matters, to the preparation of a national history for Canadian elementary schools. An effort was made to formulate plans for the issuing of elementary school teachers' certificates which would be valid in all parts of Canada. A session was devoted to discussion affecting the Dominion Agricultural Instruction Act which was to expire at the close of the fiscal year. A resolution requesting the continuance of the financial aid under this act was approved. Among other matters discussed were vocational education and the new type of composite high school (See under Dominion Technical Education Branch), the development of correspondence courses and the training of apprentices. (Secretary—Dr. J. H. Putman, Ottawa).

National Council of Education.—The National Council of Education was constituted at the National Conference on Education held at Winnipeg in 1919. The conference was a concerted attempt to rally the best public opinion behind the schools of the Dominion. As a result of this conference a council of fifty was appointed for the purpose of studying the important questions then raised and to report to the Second Conference to be held at Toronto in 1923. The programme of the Council includes: 1, triennial conference; 2, the creation of a Canadian Bureau of Education; 3, A National lectureship scheme; and 4, the provision of a children's magazine. A reference library of considerable size has already been formed. Surveys on the teaching of geography, history and literature were undertaken on behalf of the Council by the Universities of McGill, Toronto and Queen's respectively. These reports were to be presented at the Conference of 1923. (Honorary Secretary, Major F. Ney, 8 Queen's Park, Toronto).

Frontier College.—This college, incorporated in 1919, grew out of the Reading Camp Association which was founded in 1900 for the purpose of providing literature for employees in the lumbering and mining camps of Ontario. Reading camps were established in a number of places, and in 1902 the movement was extended to British Columbia. During the first twenty years of the century more than 300 schools were conducted in tents and box cars utilized along the main lines of railways to serve the needs of extra gangs and bridge crews. About 100,000 men had attended the night classes and 180,000 men had been given the opportunity, through the college

¹See the third annual report of the Director of Technical Education, issued by the Department of Labour, Ottawa.

²Table 71, page 119, gives the statistics of these secondary vocational schools coming under the Act. The other tables in Section 7 give as much as is ascertained of the statistics of manual training, etc. given for cultural purposes in the ordinary schools as well as of agricultural education and university vocational education. The figures of Table 71 are included in the other tables. The net non duplicated figures for vocational education are to be found in Table 1.

campus, to have access to good literature, and to keep in touch with the outside world. The instructors sent out by the college numbered 500 university men who taught at more than 600 points throughout the Dominion. Of these, 63 were university graduates. In addition to teaching at night, the instructors work during the day at the same tasks as their students, sharing in every way the life of the men. Only a small proportion engage in other occupation, such as that of camp physician, welfare worker or clerk. The courses of instruction range from elementary work to matriculation. A special method is used for the instruction of foreigners. (Principal—Rev. Alfred Fitzpatrick, Esq., Toronto).

Overseas Education League.—The conception of this movement was co-incidental with the visit of the British Association to Winnipeg for its annual meeting in 1909, and an exchange of educational views and ideas which was purely informal at that time gave rise to a definite desire for a clearer understanding between Great Britain and Canada in matters educational. The outcome was the first organized visit of 165 Manitoba teachers to Great Britain during the summer vacation of 1910 under the auspices of an organization which subsequently received the title of the "*Hands Across the Seas*" movement. Having its inception in Manitoba, it speedily gained the cooperation of other provincial educational authorities, one after another giving it official recognition and support, with Ministers of Education as members of its Dominion Council and the Deputy Ministers as provincial presidents. In 1911-12 it received the endorsement of the governments of the Dominion of Canada and Newfoundland, and the addition to its Advisory Council of the Minister of the Interior for Canada and the Prime Minister of Newfoundland. The visit of 165 teachers to Great Britain, Ireland, Northern France and Belgium in 1910 was followed by yearly visits on a larger scale. In 1912 the number of visiting teachers reached 300, half of whom visited the Mediterranean, including Gibraltar, Malta and Egypt on a specially chartered vessel. The visit of 1914 was interrupted by the outbreak of the war, and the activities of the movement had to be suspended until 1920. During this first period of its existence—in addition to the beneficial results of travel to the teachers participating in visits across the seas—it carried into effect a scheme for the interchange of teachers for the period of one year between Canada and other parts of the Empire, the first interchange taking place in 1913, when there was an interchange between three teachers from Manitoba and New Zealand; and, by arrangement with the London County Council, thirteen teachers from various provinces in Canada were placed in London schools. A magazine devoted to the furtherance of the ideals and aims of the movement was issued monthly commencing January, 1913. A sum of \$4,000 had been raised to open a residential headquarters for overseas teachers in London when the outbreak of war interrupted further operations. In 1920, upon the return to Canada of the founder and honorary organizer, Major F. Ney, M.C.,¹ after distinguished service in the Great War, the movement was reorganized; its executive body was reconstituted, and its title was changed to the Overseas Education League. In each provincial department of education, except the Maritime provinces and in that of Newfoundland, a member of the staff was appointed provincial secretary of the Overseas Education League with the deputy minister as a member of the executive committee and the minister as a member of the advisory council. The scheme has been transferred to New Zealand, Australia and South Africa. In 1922 there was sent to England 3 teachers from British Columbia, 4 from Alberta, 1 from Saskatchewan, 3 from Manitoba, 26 from Ontario, and one from Quebec, England sending about an equal number to each of these provinces; to Scotland, 3 teachers from Vancouver and 1 from Regina, Scotland sending 10 teachers to Canada; to New Zealand, 1 teacher from British Columbia, 1 from Manitoba and 1 from Ontario; to Australia, 4 teachers from Winnipeg, Australia sending 11 teachers to Canada.

The beneficial tendencies of such a movement can be readily recognized. Its objects, most of which may be gathered from the foregoing account of its activities, include: the furtherance of familiarity with educational systems throughout the empire, or, through the school, the furtherances of good relationship between the different parts of the empire; and the enlistment of a wider interest in the teaching profession. To these are added the perpetuation of the memory of those who died in the war. Its activities include: the organization of official visits of teachers to different parts of the empire; the provision of special facilities for individual travel in the pursuance of special courses of study; the arrangement of interchanges of teachers and school inspectors within the empire; the establishment of a residence in London, England, for teachers from overseas; and the publication of a magazine to further the objects of the League and to provide a medium of intercourse between teachers in different parts of the Empire.

The Canadian National Committee for Mental Hygiene.—In April, 1918, the Canadian National Committee for Mental Hygiene was organized in the city of Ottawa. Its founders were desirous of assisting in a movement for the prevention and control of mental abnormality in the Dominion. It was known that, while Canada spent upwards of six million dollars per annum for the care of insane in mental hospitals, little was done in the way of early treatment and prevention. It was also known that there were approximately sixty thousand feeble-minded individuals in the country of whom 10 p.c., or 6,000, were in urgent need of institutional care, and that provision had been made for less than 2,000. The Committee realized the necessity of improving the standards of mental hospital treatment; of supervising immigration to prevent the admission of the mentally handicapped; of instituting a mental hygiene policy in primary schools for the identification of mentally abnormal children and for the provision of adequate training facilities; of the mental examination of delinquents, prostitutes, unmarried mothers and paupers; of the better training of medical students in mental hygiene, etc.

¹Also General Secretary, Headquarters of the League—11 Kennedy St., Winnipeg.

The National Committee was greatly helped in its work by a study of the experience of the United States National Committee for Mental Hygiene. This latter organization had conducted useful work for a period of ten years and had been a very real factor in stimulating progress. Following the policy of the United States Society, the Canadian Committee employed a staff of trained workers and co-operated with the Federal Government, the various Provincial Governments and other authoritative bodies throughout the Dominion in securing needed facilities for the mentally handicapped.

During the last five years the Canadian Committee has conducted seven Provincial Mental Hygiene Surveys. These studies have included an investigation of mental hospitals, public schools, jails, reformatories, homes for dependents, etc. The aim has been to discover the nature and magnitude of the problem of mental abnormality in each locality, the policy that has been pursued to meet the situation and finally, the preparation of recommendations to the Government involved concerning the establishment of a suitable mental hygiene programme. These surveys have been useful in promoting progress and have stimulated the expenditure of over five million dollars for the erection of new buildings and provision of added equipment. In addition, laws relating to the mentally handicapped have been revised and mental hygiene measures have been incorporated in the policy of public schools, in social service and in connection with the curricula of universities.

From the above account it will be seen that the National Committee has worked along lines of investigation and public education. It has been the policy of the organization to inform the Canadian people concerning the facts of mental abnormality and to attempt to win support for progressive mental hygiene measures. Magazine articles, public lectures and exhibits have been used with great effect. This work is leading to the creation of a sympathetic understanding of the whole problem. In the past, insanity, for example, was looked upon almost in the nature of a disgrace, and, in many cases, patients were treated as if they had committed some crime against society. Through the efforts of the National Committee and other bodies, insanity is now being looked upon as mental disease, and afflicted individuals are beginning to receive the same kindly and intelligent treatment as that which is meted out to those suffering from physical disorders.

In conclusion, it might be stated that Canada was the second country in the world to organize a Mental Hygiene Movement. The work accomplished has been of sufficient interest to attract the attention of people from many lands, and the Dominion has had a share in extending this humanitarian campaign for human betterment to Great Britain, South Africa, Australia, France, Belgium and other countries. (Secretary—Dr. C. M. Hincks, 102 College Street, Toronto.)

Canadian Red Cross Society.—The Canadian Red Cross Society was organized in 1896 in affiliation with the British Red Cross Society. It was incorporated by Act of Parliament in 1909. "To furnish volunteer aid to the sick and wounded of armies in time of war".

The Great War, however, revealed the shockingly poor physical condition of a great proportion of the men of the Empire and indeed of all the nations which took part in it. From one-third to one-half of the men examined were not physically fit for full service in the field. The statesmen of the world, remembering the part the Red Cross had played in the war, turned to the Society as an organization which could help the Governments immensely in the efforts which must be made for the improvement of health and the prevention of disease.

A conference of world authorities on Health was called to meet at Cannes, France, in April, 1919. One of the outstanding conclusions reached by this Conference was to the effect that the Red Cross "will be able by the education of the public and in many other ways, to stimulate, support and aid the Government in its health-work".

Following this the Peace Conference included an Article in the Covenant of the League of Nations which reads—"The members of the League agree to encourage and promote the establishment and co-operation of duly authorized voluntary national Red Cross organizations having as purposes, the improvement of health, the prevention of disease, and the mitigation of suffering throughout the world".

In 1919 an amendment to the Act of Incorporation of the Canadian Red Cross Society was passed by Parliament extending its purposes to include those just mentioned, and in 1922 the Red Cross Act consolidating all former acts became the legislation under which the Society operates.

Since 1919 the Society has developed its peace-time health programme in strict accordance with the spirit of the resolution adopted by the Public Health Experts at Cannes, and the Article in the Covenant of the League of Nations, always emphasizing: *first*, that the Red Cross is an auxiliary to the Government; *second*, that its essential work however done, is the education of the public, and thus the formation of public sentiment, in matters of health.

In doing this the following forms of its work may be mentioned:—

1. As it Promotes the Professional Training of Public Health Nurses.—The Provincial Divisions of the Society have financed and established in their respective Provinces Courses for the training of Public Health Nurses in the following universities—British Columbia, Toronto, Western (London), McGill and Dalhousie. The Saskatchewan Division has made possible the establishment of a Course for Nursing Housekeepers in the University of Saskatchewan and the New Brunswick Division has financed the training given to Public Health Nurses in its Province.

2. *In Co-operation with other Organizations.*—The Society has made grants to National Organizations, through National Headquarters to enable them to organize and continue the educational and other work they were formed to do. Organizations so assisted are—The Canadian Tuberculosis Association, the National Council for Combating Venereal Diseases, the National Committee for Mental Hygiene, the Child Welfare Section of the Canadian Public Health Association.

Provincial Divisions have co-operated fully with the Canadian National Institute for the Blind and have either made grants of money or done valuable work for the Blind. Similar co-operation has been worked out with Provincial Tuberculosis Associations and other organizations.

The Ontario Division made grants to the Ontario Medical Association to assist in carrying Post-graduate Medical education to the general practitioners of the Province. More than 500 speakers have been sent out conveying the latest medical knowledge to all parts of the Province. The hearty interest and approval of the profession is evidenced in many ways and the Association states that the Province of Ontario is in the lead in this kind of work and that the success in Ontario is leading other Provinces and States to follow the same plan. About 3,000 medical men have attended the meetings held and the good accomplished through them cannot be estimated.

The Provincial Divisions generally have assisted many provincial organizations in their health work and Local Branches of the Society have similarly assisted local organizations particularly in Child Welfare and other similar work.

3. *General Educational Work.*—The Society has done much for the general education of the individual in personal hygiene, health habits and home sanitation, as well as in stimulating interest in Public Health measures in promotion of the health of the community. The literature issued in connection with the Membership Enrolment in 1921 was the first nation-wide attempt in this direction. This amounted to over a million copies of pamphlets, posters and other literature. This work has been extended and continued by the publication of a monthly journal with an average circulation over two years of about 150,000, and by issuing pamphlets on health subjects for distribution by the Provincial Divisions.

The Society has also published "The Red Cross Junior", devoted to inculcating health habits in the child and a Junior booklet on Hygiene and Home Nursing.

The same kind of work has been done by the use of lantern slides and motion pictures in lectures for the education of small groups in specific matters of health.

The organization of the Junior Red Cross in the schools is also a most important development in the educational activities of the Red Cross, having in mind the many sides of the movement and its relation to the future citizens of Canada.

4. *The use of the Public Health Nurses who have been trained in the Universities.*—Many of the nurses who have been trained in the Universities have been placed at the disposal of Provincial Departments of Health and local municipalities (counties, towns and cities), by various Provincial Divisions of the Society. These nurses have helped to organize Health work in Ontario, have acted as County Nurses in Nova Scotia, New Brunswick and Prince Edward Island and have been placed in charge of Nursing Outposts in Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. Wherever they may be placed they do both educational and nursing work in the schools and the homes of the people.

Trained nurses have also been engaged in British Columbia to organize classes of mothers and young women for the giving of instruction in Home Nursing. This work is to be extended to all the provinces in the near future.

One broad effect of all the general educational work of the Society is the gradual formation of a public sentiment in favour of Public Health measures, thus making it easier for Governments to apply legislation for the betterment of the health of the people. The work which the Red Cross Society has done, or has made it possible for others to do has helped the various provinces of Canada to make great progress in their public health work during the past three years. (General Secretary—Dr. Albert H. Abbott, Toronto).

Junior Red Cross.—Junior Red Cross, simply expressed, is an organization of girls and boys up to 18 years of age, banded together to help themselves and to help each other, chiefly in matters of personal hygiene, the formation of good health habits and sympathetic assistance to crippled children. It is now organized in all the provinces of Canada with a membership of approximately 75,000.

The idea began in Canada, and has now spread to 24 countries of the world. The first branch of which there is a record, was organized in Montreal early in 1914, for the purpose of giving children the privilege of participating in the humanitarian work of the Red Cross. So whole-heartedly did the children respond to this privilege, that those who were in touch with the movement realized its possibilities. At the close of the war, steps were taken to continue and extend the movement, and direct its activities into the peace-time programme of the Red Cross, that is, the improvement of health, the prevention of disease and the mitigation of suffering throughout the world.

Junior Red Cross offers an opportunity of vitalizing theories of education. It is based on and carries into effect fundamental principles of education, viz.—that development comes through the self-activity of the child, that conduct depends largely on habit, and that the period of easy habit formation is during the impressionable period of youth.

The outstanding objects of Junior Red Cross are:—

- (1) Promotion of good health.
- (2) Promotion of humanitarian ideals.
- (3) Promotion of good citizenship.

A very prominent by-product is the promotion of international friendliness.

In the teaching of health, Junior Red Cross supplies the motive of carrying over health knowledge into action and thus on to habit. Because this is his own club, and because there stands behind him the glorious traditions of the national and international Red Cross there comes to the child a strong motive to actually put into practice his health knowledge. It is the inspiration that comes to the child through the spiritual element in the ideals of service of the Red Cross, which makes this motive so much stronger than that supplied by any system of marks or credits, or through any other club.

In order to promote humanitarian ideals, the activities of the members have been directed into the channel of bringing help to physically defective children whose parents are unable to pay for the necessary treatment. Approximately 2,000 children have been treated for various physical defects, and upwards of 5,000 children in rural communities have received dental treatment. The effect on the more fortunate children who are saving their pennies and earning more to make this work possible is at once apparent. They are learning in early life the joy of real service, and responsibility for those who are less fortunate.

Besides learning to protect his own health and that of others, and learning to serve, the members receive additional training in citizenship through the Junior Red Cross. They learn how to conduct meetings in a business-like way and how to speak in public. They learn the great democratic lesson of selecting their own leaders. Resourcefulness is developed in the raising of funds and good business methods and public honesty are learned in the handling of these funds.

Branch correspondence with Junior Red Cross units in other countries is being developed. Through their magazines, the children in one country learn not only about the Junior Red Cross activities in other countries, but they also get glimpses of the customs, thoughts and tastes of the young people in these countries. Through the sympathetic understanding of human values that is thus fostered, international friendliness naturally follows.

With very few exceptions Junior Red Cross is organized and directed by the teachers. The whole organization stands behind the teacher with its support, but the unwelcome element of interference in the class-room from voluntary workers is eliminated. Junior Red Cross, then, is a great educational movement in the schools of Canada, made possible because it has been officially endorsed by the Departments of Education in the several provinces. (*For statistics see page 122*).¹

The Victorian Order of Nurses for Canada.—The Victorian Order of Nurses for Canada was founded under Royal Charter in 1897 by the Countess of Aberdeen, wife of the Governor-General at that time. The main object of the Order was to supply trained nursing to homes which for any reason were unable to obtain it otherwise. In 1901 at the instance of the Countess of Minto the foundation of cottage hospitals in sparsely populated regions, especially in the Northwest Territories, was undertaken and the sum of \$26,300 was raised and expended in this work. Under the programme the Order has opened and operated twenty-four hospitals in out-of-the-way parts of the country, all of which, excepting five still maintained, have been gradually handed over in working order to the local authorities. Since the inception of the Order the scope of the work carried on has constantly developed and broadened and at the present time covers all phases of family and community nursing, including such activities as home, school, industrial and hospital nursing, child welfare, social service, clinics, summer camps and general health education.

The nurses belonging to the Victorian Order are carefully selected graduates of recognized training schools who are given post-graduate training in district nursing by the Order. Originally this training was given at training centres established by the Order but since 1921 thirty scholarships of \$400 each are granted annually to enable graduate nurses to take such courses at Canadian universities.

The Order offers to the people of any community an efficient public health nursing service best fitted to its needs as determined by the local committee in consultation with the proper authorities in that community. The Central Board at Ottawa, through field supervisors, oversees the whole Dominion. At the present time the Order operates at 61 centres and maintains hospitals at Chapeau, North Bay, Cochrane, New Liskeard and Whitby. The number of nurses on active duty is 310 and in 1922 a total of 600,000 visits were made.

While the Order exists primarily for the poor, a great many people who cannot afford the services of a private nurse avail themselves of the visiting service at a fee commensurate with their circumstances. A large part of the revenue of the Order is obtained from this source and is supplemented by grants, donations and subscriptions. Each district finances itself, while the revenue of the Central Office is derived from the interest on an endowment fund of \$335,000 and annual grants of \$5,000 from the Federal Government and \$2,500 from the Province of Ontario. This latter amount must be used, however, for specific purposes in Ontario. (*For statistics see page 122*. Hon. Secretary—H. H. Love, Esq., 281 Sherbourne St., Toronto).

¹ Director—Miss Jean Browne, 410 Sherbourne Street, Toronto.

Boy Scouts Association.—At the 31st of October, 1922, counting all ranks, that is, Wolf Cubs, Scouts, Scoutmasters, etc., the total membership in Canada was 47,893, a gain of 12,292 over the previous report and an increase of over 27,000 since the re-organization of the Dominion Headquarters in 1919.

That the Scouts of Canada have been doing more scouting and better work is indicated by the fact that while 6,787 proficiency badges were issued in 1919 and 14,274 in 1921, a total of 24,836 was issued during 1922.

During 1922 there were 50 instances of heroism, gallantry, and service recognized by the Dominion Medal Board and approved by His Excellency, the Chief Scout for Canada, as follows:—3 bronze crosses, 16 silver crosses, 14 gilt crosses, 5 medals of merit, 12 certificates of merit.

This is the largest number of awards yet reported by the Medal Board for any 12-month period.

During the period June 30, 1921, to Dec. 31, 1922, the total number of warrants issued to scout leaders was 666. (*For statistics see page 123.* Chief Commissioner—Dr. J. W. Robertson, Ottawa.)

Canadian Girl Guides.—The Girl Guide movement was founded by Sir Robert Baden-Powell, the Chief Scout, to afford an attractive scheme of work and play whereby girls should receive a special training in character and efficiency. The training tends in four main directions: (a) character and intelligence, (b) skill and technical knowledge, (c) service for others, and practices planned for the purpose. Development of the individuality of the girl is one of the essential points.

The movement is designed to help parents and teachers in their task of education for good citizenship. It is a non-class, non-political and inter-denominational. A Guide on enrollment promises (1) to be loyal to God and the King, (2) to help others at all times, (3) to obey the Guide Law.

The Guide Law is:—

1. A Guide's honour is to be trusted.
2. A Guide is loyal.
3. A Guide's duty is to be useful and to help others.
4. A Guide is a friend to all and a sister to every other Guide.
5. A Guide is courteous.
6. A Guide is a friend to animals.
7. A Guide obeys orders.
8. A Guide smiles and sings under difficulties.
9. A Guide is thrifty.
10. A Guide is clean in thought, word and deed.

Guides were first organized in Canada in 1910. The Canadian Council of the Girl Guides Association was formed in 1912, and incorporated by Dominion statute in 1917. The Chief Commissioner for Canada is Mrs. H. D. Warren of Toronto, and the Canadian Guide Headquarters are at 22 College Street, Toronto.

The movement now has three distinct branches: Brownies, for girls 8 to 11, Guides for girls 11 to 16, and Rangers for girls over 16. In October, 1923, there were 406 Guide companies, 116 Brownie Packs and 14 Ranger companies active in Canada. Each company or pack manages its own funds, but makes no contribution to Headquarters. The Guides receive a grant from the Dominion Government. (*For statistics see page 123.*)

Indian Education.—During the year ended March 31, 1922, there were in operation a total of 321 Indian schools of which 250 were day schools, 55 boarding and 16 industrial. This represents a decrease of 3 day schools and of 3 boarding schools, and an increase of one industrial school since the previous year. The total enrolment for the year was 13,021 pupils, of whom 6,605 were boys and 6,416 girls, being an increase of 463 over 1921. The enrolment was distributed among the day schools (7,990) boarding schools, (3,234) and industrial schools (1,798). The average attendance was 8,664, or a decrease of 59 over the preceding year. In addition to the above there were about 130 Indian children being provided for and educated in public and private residential schools throughout the Dominion, besides a number attending high schools. The 321 schools in operation during the year were conducted under the following auspices: undenominational, 50 day and 1 industrial; Roman Catholic 85 day, 32 boarding and 9 industrial; Church of England 70 day, 15 boarding and 3 industrial; Methodist 40 day, 1 boarding and 3 industrial; Presbyterian 4 day and 7 boarding; and the Salvation Army 1 day school. The expenditure on Indian education from parliamentary appropriation during the year was \$363,420. In addition to this, various bands of Indians contributed \$56,457 towards the payment of teachers' salaries, etc. (Superintendent—Russell T. Ferrier, Esq., Department of Indian Affairs, Ottawa.)

CHAP. IV.—HIGHER EDUCATION

In presenting statistics of higher education (See tables 94 to 107) it may be useful to call attention briefly to three features of the subject: (1) The present general status of higher education as revealed in the latest statistics which are here presented; (2) the probable trend as indicated by a comparison with previous statistics (See the last seven editions of the Canada Year Book and especially a table on page 167 of the Statistical Report on Education in Canada, 1921); and (3), the probable significance of this trend.

I. Higher education in Canada is carried on in 23 universities and 65 colleges, including 21 classical colleges in Quebec. The last mentioned, although officially classed as secondary institutions, offer university courses and carry a number of their students as far as a degree in Arts, the degree being conferred by the Catholic Universities of Quebec. Of the Universities, six are State controlled (New Brunswick, Toronto, Manitoba, Saskatchewan, Alberta and British Columbia); four others are undenominational (Dalhousie, McGill, Queens and Western); while the remaining are denominational, St. Dunstan's, St. Francis Xavier, St. Joseph's, Laval, Montreal and Ottawa representing the Roman Catholic Church; King's College, Bishop's College and Trinity College representing the Church of England; Acadia and McMaster representing the Baptist Church; and Mount Allison and Victoria representing the Methodist Church. Victoria and Trinity Colleges are in federation with Toronto.

The 65 colleges may be roughly classified as: 6 agricultural, 2 technical, 2 law, 1 dental, 1 veterinary, 1 school for pharmacy, 18 theological, 10 affiliated for Arts and pure Science, 21 classical and 3 miscellaneous. This classification is rough for the reason that a large number of theological and other colleges offer courses in Arts or preparatory courses. Macdonald College, in Quebec, for example, might be classified as both Agricultural and affiliated, or it might be excluded from the list of colleges and considered among the faculties of McGill University. It is included above among the Agricultural Colleges. According to this rough classification, the Agricultural Colleges are: Agricultural College in Nova Scotia; Macdonald, Oka and St. Anne's Colleges in Quebec; Ontario Agricultural College; and Manitoba Agricultural College. The technical colleges are: Nova Scotia Technical College, and Alberta Institute of Technology and Art. The law schools are those of Ontario and Manitoba. The dental, veterinary and pharmaceutical colleges are those so called in Ontario. The theological colleges are: Presbyterian College, and the Holy Heart College in Nova Scotia; The Montreal Diocesan College and the Congregational College in Quebec; Knox, Toronto Bible, Waterloo, Huron and Wycliffe in Ontario; Manitoba College and St. John's in Manitoba; St. Chad's, Presbyterian, and Emmanuel, in Saskatchewan; Robertson and Alberta Colleges in Alberta; and The Anglican Theological College in British Columbia. The affiliated Colleges for Arts, etc., are: Prince of Wales in Prince Edward Island; St. Anne's and St. Mary's in Nova Scotia; The Presbyterian in Quebec; St. Michael's and St. Jérôme's in Ontario; Brandon and Wesley in Manitoba; Edmonton Jesuit in Alberta; and Columbian Methodist College in British Columbia. The miscellaneous colleges are: Ecoles des Hautes Etudes Commerciales in Quebec; and the Ontario College of Art and Royal Military College in Ontario. The Edmonton Jesuit College is a Classical College and associated with Laval University, but the 21 classical colleges above mentioned are all situated in Quebec and affiliated or annexed with the Catholic Universities. The meaning of these terms should be explained. An "affiliated" college in Quebec means a college of which the university has direct control of the courses and degrees; an "annexed" college is one of which the university merely approves the curriculum and by-law, is represented at the examinations and sanctions the diplomas awarded; an "associated" college is an affiliated college situated outside the province.

The number of students registered in Universities during the year 1922 was 10,821 in State controlled institutions (teaching staff, 1,038); 6,704 in other undenominational institutions (staff, 674); and 14,267 in denominational institutions (staff, 1,425); making a grand total of 31,792 with a teaching staff of 3,137. This, however, is the gross registration including duplicate registrations at federated universities, affiliated colleges and preparatory secondary schools. The net figures will be given later. In colleges the gross registration was 3,439, in Agricultural Colleges; 912 in Technical Colleges; 453 in law schools; 1,064 in schools of dentistry, pharmacy and veterinary medicine; 1,122 in theological colleges; 2,724 in colleges affiliated for Arts, etc.; 9,321 in classical colleges and 1,051 in miscellaneous colleges making a grand total of 20,086.

These gross figures require very careful and painstaking handling to arrive at net results, and it is only after considerable search that a very close approximation to net figures can be obtained. In table 98 it is shown that 8,177 registered in universities were also registered in affiliated schools. Some of these schools are included among the 65 colleges, while a larger number are preparatory secondary schools. As these schools are not at present under consideration the chief task is to exclude duplicates between the 23 universities and the 65 colleges.*

The net result after excluding these duplicates was 49,900 in both universities and colleges. These included 8,322 in preparatory courses offered at 23 institutions (out of 88); 10,282 undergraduates in Arts and pure Science; 1,091 in graduate courses; 3,295 in medicine; 2,567 in engineering and applied science; 1,227 in music; 1,577 in theology; 488 in social science; 915 in commerce; 1,095 in law; 525 in pharmacy; 250 in banking; 1,258 in dentistry; 52 in architecture; 1,570 in agriculture; 668 in pedagogy; 589 in household science; 212 in nursing; 107 in forestry; 162 in veterinary medicine; 2,035 in summer schools for teachers; 1,615 in summer schools for other than teachers; 4,097 in other short courses (including secondary technical work in one technical college); 1,747 in correspondence; and 511 in all other courses; and 9,502 in classical colleges from which a certain number, about 1,800, already included in Arts might be deducted. The difference between the sum of these figures and the net total given above is due to duplication of courses. It will be noticed that outside of Arts, etc., the largest registration is to be found in

*For a net result as between universities, colleges and secondary preparatory schools see table 1. To secure this final net result it was found necessary to use 1921 figures in the case of one province. Including classical colleges and extra mural courses in agriculture the net total for all university and college registration was 62,687.

medicine, engineering and short courses other than agriculture, the last of which registers over 7,000 students. These figures do not include over 14,000 extra mural students in agriculture in connection with the university of Saskatchewan. Table I shows that the grand total in short courses was 24,082. It will also be noticed that excluding preparatory courses, the first ten in order of size are: (1) Arts, etc., (2) Short Courses other than Agriculture, (3) Medicine, (4) Engineering, (5) Correspondence, (6) Theology, (7) Agriculture, (8) Dentistry, (9) Music and (10) Pharmacy—each of which registers over a thousand students. Attention is particularly called to the registration in summer schools for teachers, as this may have great significance.

The number of students receiving first degrees conferred by universities during the year was 3,248, and of graduate degrees 644. The latter degrees were conferred by 21 institutions, but 217, or nearly half, were conferred by 2 institutions, Toronto and Montreal, while 484 or 74 per cent were conferred by 4 institutions—Toronto, Montreal, Laval and Ottawa. In these four institutions the graduate degrees were conferred in the following faculties or courses: Arts 96; Pure Science 7; Letters 7; Philosophy 43; Commerce 40; Education 3; Agriculture 16; Applied Science and Engineering 30; Forestry 3; Law 53; Architecture 6; Medicine 82; Dentistry 28; Music 1; Pharmacy 19; Veterinary Medicine 5; Theology 46; and Social Science 7. The difference between the sum of these figures and the total of 484 is due to duplication between courses. Of these graduate degrees, 7 were honorary. It is clear from the above figures that with the exception of degrees in Arts, Pure Science, Letters, Philosophy and Education (155 in all), these degrees are not graduate degrees in the ordinary sense of the term; that is, degrees conferred for advanced work in a course from which the student has already graduated and received a first degree—but such degrees as M.D., etc., which are really first degrees in Medicine, etc., but are conferred on students who have already received the degree of B.A., B.Sc., etc. Table 96 shows the nature of the degrees conferred by each university.

Two other features in connection with the latest statistics remain to be mentioned—the migration of students from one province to higher institutions in another province and the financial statistics. In universities there were 4,484 students, and in colleges 1,359 students who were residents of a different province (or country) from that in which the institution was located. Of these, 1,027 in universities and 293 in colleges were non-Canadians. Universities in Quebec, Ontario and Saskatchewan attracted students from every other province in Canada, while universities in Nova Scotia, Quebec, Ontario and Manitoba attracted more students from elsewhere than they lost to other provinces. It is noticeable that the least migratory of all the university students during the year were those of Manitoba, as is indicated at least by absolute figures, since there were only 152 residents of Manitoba attending universities in other provinces. The financial statistics show that the income of both universities and colleges was \$12,075,047 of which \$5,148,626 was in Government and Municipal grants and \$2,577,239 in fees; the corresponding figures for Universities alone being \$9,609,830; \$4,527,116 and \$1,994,076 respectively. The total expenditure for both classes of institutions was \$13,796,803 of which \$9,849,707 was current. The government and municipal grants to universities were distributed as follows: \$4,041,680 to State controlled universities, \$257,305 to other undenominational universities.

II. Comparing the figures for higher education with those of the preceding year it is noticeable that increases are shown in the registration in the following faculties or courses: Arts, Pure Science, etc. (graduate courses), Medicine, Music, Commerce, Law, Dentistry, Agriculture, Education, Forestry, Summer Schools for Teachers, Summer Schools for Other than Teachers, Other Short Courses and Correspondence Courses. The increases in Agriculture and summer schools for teachers and others, and in other short courses are very large. Slight decreases are shown in engineering and applied science, theology, social service, pharmacy, banking, architecture and household science. A considerable decrease is shown in the case of preparatory courses. This is probably due to the fact that some of these preparatory courses were offered to returned soldiers, and were withdrawn as soon as their purpose was fulfilled. The data for former years are not sufficient to justify a conclusion as to whether the figures showing these increases and decreases are points in a trend or are merely descriptive of the two years in question. A conclusion is especially unwarrantable in the case of the older faculties, but there would seem to be some justification for an inference in the cases of comparatively new faculties or courses.

III. The most noteworthy increases are shown by Agriculture Summer Schools and Other Short Courses. There can be little danger in concluding that the increase shown in these movements is most significant. The registration in summer schools for teachers was almost quadrupled; in other summer schools it was increased eight times; and in other short courses it was trebled; since the preceding year. The university is evidently reaching out to all parts of the community. An opportunity is being presented for some university education to all who have gone on far enough in their school days to be able to avail themselves of this opportunity. This opportunity is being well exploited. Particularly significant is the increase in the attendance at Summer Schools for teachers. The possibilities of this movement are at present difficult to estimate. In the first place, the teacher who thus takes advantage of this opportunity must be of the right material. In the second place, methods of scientific study given to such a teacher from the university and the ideas on matter given back to the university by the teacher in turn should eventually form a happy combination for the advancement of science. In the third place, the freshening effects upon the teacher of alternating between theory and practice should have a most salutary influence upon the school to which the teacher returns; in the fourth place, the opportunities for taking practical courses in school hygiene, domestic science, etc. should add very considerably to the value of such a teacher in the eyes of employers.

CHAP. V.—PRIVATE SCHOOLS

Section 13 (tables 108 to 122) includes the statistics of two classes of private schools: (1) elementary and secondary schools which do the same class of work as ordinary day schools under public control (that is, purely academic work); and (2) business colleges, the function of which is to give training in commercial subjects, the training being of a purely vocational nature. The distinction between the two classes is not always hard and fast, as may be seen in tables 109 and 122, showing the subjects of study in the two kinds of schools. These may also be compared with Table 56 showing the subjects of study in publicly controlled schools. In some cases private elementary and secondary schools offer vocational courses and the tendency to do this seems to be increasing, so that some of the largest of these schools have more than half of their pupils in commercial work. Nearly all of the business colleges, on the other hand, offer some purely academic training.

For the year ended June, 1922 reports were received from 121 private elementary and secondary schools and 133 business colleges. The enrolment in the former was 17,399 (6,565 boys and 10,834 girls) of whom 6,425 were in residence; the enrolment in the latter was 23,949 (9,177 male, 11,469 female the rest being unspecified by sex). It is noticeable that there is a preponderance of the female sex in both classes of private schools, and that in the private elementary and secondary schools females are in a majority of almost two to one.

A comparison between the subjects of study taken at these schools and at public schools is very illustrative. A good way to make this comparison would seem to be to arrange the number taking the different subjects in order of size in the different classes of institutions. The figures for these are available in tables 56, 109 and 122. The order of size of the number taking them is as follows:

	Private Elementary and Secondary Schools	Secondary Public Schools	Private Business Colleges
1...	English.....	English.....	Shorthand.
2...	Algebra.....	Algebra.....	Spelling.
3...	French.....	History.....	Typewriting.
4...	Latin.....	Arithmetic.....	Penmanship.
5...	Physical Culture.....	French.....	Correspondence.
6...	Geometry.....	Geometry.....	Office routine.
7...	Music.....	Latin.....	Rapid calculation.
8...	Arithmetic.....	Physical culture.....	Business papers.
9...	British History.....	Gen. Geography.....	Filing.
10...	Canadian History.....	Art.....	Book-keeping.
11...	Physics.....	Botany.....	Commercial arithmetic.
12...	Chemistry.....	Physics.....	Business Practice.
13...	Civics.....	Chemistry.....	Commercial law.
14...	General Geography.....	Zoology.....	English Composition.
15...	Oral French.....	Manual training.....	Adding machine.
16...	Church History.....	Household Science.....	Secretarial duties.
17...	Ancient History.....	Book-keeping.....	Banking.
18...	Physical Geography.....	Shorthand.....	Arithmetic.
19...	Art.....	Typewriting.....	Mimeograph.
20...	Botany.....	Trigonometry.....	Auditing.
21...	Elementary Science.....	Elementary Science.....	Rapid Calculator.
22...	Elocution.....	Physiology.....	French.
23...	Domestic Science.....	Military drill.....	Dictaphone.
24...	Military drill.....	Agriculture.....	Business management.
25...	Religious instruction.....	German.....	English Literature.
26...	Trigonometry.....	Music.....	Mechanical Book-keeping.
27...	German.....	Practical Mathematics.....	Commercial Geography.
28...	Shorthand.....	Business law.....	Economic Geography.
29...	Typewriting.....	Industrial work.....	Civics.
30...	European History.....	Greek.....	Posting machine.
31...	Book-keeping.....	Spanish.....	History of Commerce and Industry.
32...	Zoology.....		Slide rule.
33...	Business law.....		Economic theory.
34...	Mechanical drawing.....		
35...	Psychology.....		
36...	Physiology.....		
37...	Manual training.....		
38...	Greek.....		
39...	Spanish.....		
40...	Agriculture.....		
41...	French History.....		
42...	Oral Spanish.....		
43...	Italian.....		
44...	Swedish.....		

It is noticeable that the first half, containing by far the greater number of pupils includes in the case of both private and public secondary schools nearly all subjects offered by departments of education and universities for teachers' non-professional and matriculation examinations. This shows how far private schools are influenced by departments and by the university. It would seem, however, that private secondary schools emphasize foreign language and purely academic subjects even more than public secondary schools.

The peculiar advantage and opportunity of the private elementary and secondary schools is shown by the proportion of teachers to pupils, and by the distribution by grades according to ages. For the 17,399 pupils there are 1,089 teachers, or one teacher to 16 pupils as against one teacher to about 40 pupils in the public schools. This opportunity for individual training is of the greatest importance. Again, the distribution by grade at each age as shown in tables 111 to 119 and particularly by table 14, which gives the distribution in a number of private schools side by side with the distribution of nearly a million pupils in public and private schools, indicates that there is a selection of material attending some of these private schools. One school shows this selection so markedly that its distribution is given in the section on Special Education (page 122) to illustrate how the private school could function for the specialized education of supernormals. If retardation and acceleration of children between 7 and 13 in this school are based upon the same ages as those discussed on page 11 in reference to table 13, the following facts are noticeable.

Number Retarded		Number Accelerated	
1 year.....	0	44 or 20.6 p.c. of the total.	
2 years.....	0	85 or 40 p.c. of the total.	
3 years or more.....	0	84 or 39.4 p.c. of the total.	
		213 or 100 p.c.	
Total.....	0		

	Per cent of Total Retarded		Per cent of Total Accelerated	
	All schools	Sample private schools	All schools	Sample Private schools
1 year or more.....	23.8	0	19.4	20.6
2 years.....	9.9	0	6.5	40.0
3 years or more.....	4.1	0	2.3	39.4
Total.....	37.8	0	28.2	100.0

Age	Median Grade	
	All schools	Sample private school
7.....	1.58	.....
8.....	2.17	5.50
9.....	2.87	5.50
10.....	3.89	5.89
11.....	4.74	6.75
12.....	5.60	8.06
13.....	6.53	9.02

There are indications that the above distribution is largely due to the nature of the sample of children. Since there are no children under the age of 8, and since those at the age of 8 are in Grade V, it is clear that their earliest education must have been received elsewhere, and that practically all of them are exceptionally bright children.

APPENDIX.—SUMMARY OF EDUCATIONAL LEGISLATION IN THE DIFFERENT PROVINCES, 1922

PRINCE EDWARD ISLAND

(Nil)

NOVA SCOTIA

Education Act.—Chapter 39 amends chapter 9 of 1918 by increasing the limit of the number of yearly instalments by which a trustee board is to repay borrowed money from twelve to twenty; it adds to the expense that may be added to the sectional school rates repayment of the cost of "sending representatives to any convention authorized under a regulation of the Council"; it raises the limit of annuity which may be payable to teachers or inspectors under the Act of 1918 from \$600 to \$1,000; "Every board and the trustees of every section shall before the first day of September in every year, ascertain the name and age of every child or person from the age of four years to eighteen years residing in the school section, and the name of the parent of person, and the address, and enter the same in a book to be kept on record"; it also renders more stringent the section forbidding the employment of children under 16 during school hours by substituting for "no child....shall be employed by any person to labour...."to "no child..... shall be allowed or permitted by any person to labour....".

NEW BRUNSWICK

Schools Act.—Chapters 5-12, George V, 1922 replaces chapter 50 of the Consolidated Statutes, 1903.

The Board of Education consists of the Lieutenant-Governor, the Members of the Executive Council, the Chancellor of the University of New Brunswick and the Chief Superintendent of Education. It has power to establish and work a *Normal School* with model departments, one half the gross salaries of the teachers of the latter to be paid by the city of Fredericton; to *make loans* to qualified and approved students to enable them to complete a course at the Provincial Normal School and to make allowances up to \$24 to anyone for the travelling expenses of students; to create *Inspectional Districts*, and to appoint qualified inspectors for the same up to 8, with salary up to \$2,000 with a limit of \$500 annually for travelling expenses, etc.; to divide the province into school districts and create new districts, no district to contain less than 50 resident children between 6 and 16 years unless the area shall contain $3\frac{1}{2}$ square miles; to make regulations for the organization, government and discipline of schools, also in respect of school premises, classification of schools and teachers, appointment of examiners of teachers and council licenses; to prescribe text books and apparatus, etc. for schools, and courses and standards of study; to determine all appeals from decisions of inspectors; to prepare and publish regulations under which money may be drawn and expended; to provide school privileges for any district in which it has not been possible to secure an acting board of trustees; to authorize the inspector to assume duties of trustees of such district; to vest all moneys, etc. belonging to a district which may have become disorganized and hold it in trust for the benefit of claimants. The *Chief Superintendent* (under Board of Education) has as duties: to supervise and direct inspectors; to enforce the provisions of the Act and regulations and decisions; to apportion the County School Fund in accordance with the Act; to prepare an annual report; as president of the Senate of the University to preside when present at the meetings of the Trustees and to call special meetings. The *inspector* is to examine and report on the schools and premises; to furnish trustees and teachers with information about the Act; to advise teachers in their duties; to aid the Chief Superintendent in carrying out a uniform system of education; to appoint a trustee or trustees in certain cases; to determine and report the districts entitled during the following year to poor aid.

Mode of Support.—The salaries of teachers shall be provided for from: (1) *the provincial treasury*, (2) *the County school fund* and (3) *District Assessment*. All other items of fixed or current expenditure are to be provided for by district or local assessment, and the purchase of school houses, etc., may be provided for by loans extending not more than seven years unless by special act.

Provincial Aid and Minimum Salaries.—The rates to qualified teachers are to be: 1st class, for the first two years \$135 per year; after two up to the end of seven years \$150 and after seven years \$175; of the 2nd class; \$108 the first two years and \$120 from two to seven and after, \$140; of the 3rd class, \$81 the first two, \$90 from two to seven and \$100 thereafter; *Assistant teachers* if provided with classroom separate from school room but in the same building and regularly employed at least four hours a day shall receive one half the foregoing sums according to class; the amounts shall be paid half yearly and ratably.

In school districts having a valuation of \$20,000 or under, the minimum salary from all sources shall be \$500; with valuation over \$20,000 to under \$50,000, \$600; valuation \$50,000 and over, \$700. The Board of Education may withhold grants from trustees or teachers who give or accept less than minimum salaries.

The school districts which shall make provision for *retarded pupils* may be granted up to \$100 for each approved department for the purpose; the teacher taking special approved training for this work may be allowed up to \$100.

County Assessment in aid of schools.—An amount of 60 cents for each inhabitant of the County is to be assessed together with an amount not exceeding 10 per cent for probable loss and expense by the County Secretary; this is to be apportioned by the Superintendent, one-half at the close of each half year, towards the payment of teachers' salaries as follows: the sum of \$60 (or pro rata according to time taught) to each trustee board for each qualified teacher; the balance, less certain amounts to be paid to schools for Deaf and Blind, is to be apportioned according to the attendance of the school as compared with the attendance of the rest of the County for the half-year term.

District assessment: (1) upon every male (except clergymen) between 21 and 60 resident one month, is levied, \$1 as poll tax; (2) the balance of sum authorized is to be levied upon property and income.

Aid to Poor Districts.—Districts entitled to poor aid may be allowed on the classification of teachers' salaries, special provincial aid not exceeding one half more than is awarded other districts; they may also be allowed from the County Fund not more than double the amount for attendance of the pupils that is paid to other districts; the maximum amount from the County Fund in poor districts for each teacher is \$120 a year except when the valuation is \$5,000 or under in which case special provision may be made.

The School District.—May elect trustees, and an auditor (not a trustee of district) and determine on all questions of local or district support of schools; it may elect annually and provide expenses for one or more representatives to *Teachers' or Trustees Institutes*. An annual school meeting is to be held on the second Monday in July; persons allowed to vote at any school meeting must be ratepayers, resident in district who have paid all district school rates for the preceding year.

School Accommodation.—A district having 50 pupils or under must provide a house with one teacher; with 50 to 80 pupils "a house" and a "class room" with one teacher and an assistant; with 80 to 100, a house and two classrooms with one teacher and two assistants, or a house with two apartments, one primary and one for advanced work with two teachers, or in certain cases two houses may be provided in different parts of the district, one for younger children and the other for more advanced; from 100 to 150, a house with two apartments and a class room with two teachers and, if necessary, an assistant, or if the district be long and narrow, three houses, etc.; from 150 to 200, a house with three apartments and at least one classroom, with three teachers, and if necessary an assistant; from 200 upwards a house or houses with sufficient accommodation for different grades of primary and advanced schools so that in districts with 600 and upwards, the ratio of pupils in the primary, advanced and high school departments shall be about 8, 3, and 1.

In the case of remoteness of children from school houses the ratepayers may vote for *conveyance*; whenever a majority of the ratepayers of two or more contiguous districts agree to *unite* for the purpose of establishing a *district school* and providing conveyance, there shall, after approval, be granted by the province up to *one-half of the total expenses on account of such conveyance*; the Board of Education may *order the union* of two or more contiguous districts, and the conveyance of children; whenever three or more districts unite as above the board of trustees may be increased to seven; the Board of Education may set aside in any year \$5,000 to provide school privilege for *isolated pupils*, using same in paying board of such pupils in districts schools or providing for their conveyance.

The *Board of School Trustees* are empowered and duty bound to provide school privileges free of charge to all residents from 6 to 20 years of age, and persons over 20 may attend if there is accommodation; to regulate the attendance of pupils in the several departments according to attainments; to provide children with necessary school books if parent, etc. fails to provide them, and collect amount from responsible persons, unless exempted as indigent; to provide prizes but not for proficiency in particular school subjects; to refuse admission to unvaccinated children. The teacher is to collect information as to the number of families in district, the number of children of school age, the number of absentees, the cause, etc.

Superior and Grammar Schools.—One superior school may be established in each county for every 6,000 inhabitants and a majority fraction thereof; or one additional under certain circumstances; one "*County Grammar School*" may be established in each county; should a grammar school not be established within a county, the Board of Education may establish instead an additional Superior school, but a Grammar school and a Superior school may not be established in the same parish except under stated conditions; the provincial aid to a teacher of a Superior school having Superior or Grammar license is \$250 the first seven years, and thereafter \$275, provided the trustees pay not less than this; to the teacher of a County Grammar School holding a Grammar school license and doing prescribed work, \$350 for the first 7 years and thereafter \$400; however, not more than four teachers of a Grammar school shall receive the Grammar School Grant. All these schools shall participate in the County fund on the same principles as other schools; superior schools in grades seven up shall be free to all pupils residing in the parish or parishes where situated; county grammar schools in grade nine up shall be free to the pupils of the county. The Board of Education may grant an amount equal to one half the amount expended by a district in establishing a library to a limit of \$20 in one year.

Character of Schools.—All shall be non-sectarian. The board in city or town where there are more than 2,000 children enrolled may employ a superintendent of schools; in case the number of children (exclusive of blind or deaf or deaf mutes) between 6 and 20 does not exceed 12 or when the average attendance falls below 6, no school shall be established or continue to be maintained, unless by special permission, provided annual school meeting continues to be held and at each meeting amounts be voted as will be sufficient to convey, if necessary, the children to the most accessible school districts and pay rates charged there.

Manual Training and Nature Study.—For accommodation and instruction in manual training grants not less than one-half total expenses for necessary equipment are provided; a qualified manual training teacher shall be granted \$50 in addition to the ordinary provincial grant; if he gives instruction in several schools and full time he shall be granted \$200 per annum. Travelling expenses are paid to teachers taking a course at approved manual training school in the same way as to normal school students; licensed teachers qualified to give instruction in nature lessons in connection with school gardens and giving instructions therein are entitled to payment from the Dominion Grant for Agricultural Instruction, and trustees may be paid from the same grant to assist in caring for school gardens, etc. The work shall be under the general supervision of a Director of Elementary Agricultural Education under the general control of the Minister of Agriculture, but so far as his work relates to the public schools the director shall act under the direction of the Superintendent of Education. Scholarships of the value of \$50 each to females and \$75 to males may be granted to teachers on nomination for a three months' course at such an institute as Macdonald Institute, Guelph, etc.

Consolidated Schools.—If three or more contiguous districts unite by order for the purpose of establishing a central school, with a school garden and provisions for manual training in addition to the ordinary course of study and also provision for conveyance, a grant may be made to such in addition to the grants already mentioned for conveyance and manual training, of a sum up to \$1,000 a year, the aggregate grant to all districts in the province not to exceed \$7,000 in any one year.

QUEBEC

University of Bishop's College.—Chapter 4 authorizes the province to grant to the University of Bishop's College a sum of not more than \$100,000 payable in annual instalments of \$20,000 each out of the consolidated revenue fund.

Classical Colleges Subsidies Act.—Chapter 5 defines classical college as comprising any presently existing institution of secondary instruction, recognized as such by the Catholic Committee of the Council of Public Instruction. The Lieutenant-Governor in Council may allot annually for the purposes of the act a sum not exceeding \$230,000 payable out of the consolidated revenue fund, and at the end of each school year a subsidy of \$10,000 may be granted out of the sum to each of the duly recognized classical colleges. The Lieutenant-Governor in Council may annually place at the disposal of the Protestant Committee of Public Instruction for distribution among the Protestant Schools a sum not exceeding \$40,000 payable out of the annual allotment mentioned. The annual subsidy to classical colleges shall be devoted to the equipment or creation of *cabinets* and laboratories of science, to the purchase of books and in general to the perfecting of secondary instruction. Every subsidized classical college shall in so far as possible send every year to the Superior Normal Schools of Quebec, Montreal or elsewhere, *pupils or professors destined for the teaching of secondary instruction* in order that they may qualify for the diplomas therein awarded. A classical college may apply a part of the subsidy to the payment of the *free tuition which it has given poor pupils* during the scholastic year. At the end of each school year every subsidized classical college shall transmit to the Superintendent of Public Instruction a statement indicating the names of its professors holding diplomas from a superior normal school.

Education Act.—Chapter 46 amends the Education Act, Revised Statutes of 1909 and amendments as follows: "public school," or "school under control" means every school under control of commissioners or trustees; "Subsidized school" means any private school receiving a grant from the Government out of the funds voted for education; "*primary, elementary school*" and "*primary complementary school*" mean every school of one or the other of such grades whose course of studies are delivered by the Catholic Committee of the Council of Public Instruction; "*Elementary school*" any primary elementary school; "*Model school*" any primary intermediate school; "*Academy school*" or "*Academy*" any primary superior school whose course of studies is determined by the Protestant Committee of the Council of Public Institution. Each committee shall make regulations (subject to provincial approval) to determine what constitutes each of the schools mentioned and also what constitutes an *infant school*. The diplomas awarded heretofore by the Central Board of Catholic Examiners for the *elementary and model schools* entitle the holders thereof to teach in every *primary elementary school*, and those awarded for an academy school entitle the holders thereof to teach in every *primary complementary school*. Any child may attend the primary complementary school, or the model school or academy in his municipality, but no child residing outside the district in which the school is situated may attend if he has not the attainments required for following the courses thereof. Every primary complementary school and every model school or academy, as well as every school established in virtue

of articles 2766 and 2767 (that is, girl's schools established by commissioners or trustees in their municipality distinct from those for boys, or boy's distinct from girl's, or schools belonging to religious orders placed under the management of commissioners or trustees) is considered a *school district*. The monthly fees fixed by commissioners and trustees shall be uniform for all elementary or primary elementary schools in the same municipality. In the elementary or primary elementary schools, etc., fees shall in no case exceed 50 cents a month or be less than 5 cents a month, but they may be higher for a primary complementary school, a model school or an academy. The monthly fee is exacted for each child from 7 to 14 years of age whether he attends school or not unless exempted for stated reasons (indigence, deaf, dumb or blind, illness, absence from municipality for the purpose of receiving education, following the course as boarders, etc.) and for each child from 5 to 7 or from 14 to 16 who attends the school or for any pupil from 16 to 18 who attends a primary complementary school or a model school or academy. But no child from 7 to 14 shall be excluded from school for non-payment of monthly fees. If it is necessary to levy assessment to purchase or enlarge a site, to build, rebuild, etc., in the case of a primary complementary school or a model school or academy, the district in which the school is situated is first assessed for an amount which would have been necessary for an elementary school or a primary elementary school; the additional sum required shall then be levied on the whole municipality, the district also paying its share. Two or more school municipalities *may unite* to build or maintain a school which shall then be under the control of the school corporation of the municipality on which it is situated, but the school commissioners or trustees of the other municipality or municipalities shall have a right to representations (full, unless there is a contrary agreement) and discussions and vote at all meetings or in all questions respecting the administration of the affairs of such school. By article 2944 the Lieutenant-Governor in Council was empowered to appropriate for elementary school purposes 2,500,000 acres of public lands, the money arising from the sale of such to be invested and applied towards creating a capital sum sufficient, at the rate of 4 p.c. per annum interest, to produce a clear sum of \$180,000 annually, such capital and income to form the *school fund*, the capital to be invested in federal or provincial debentures or inscribed stock. By the Act of 1922 the income shall be applied "in promoting elementary instruction in poor municipalities, aiding schools for the benefit of the working classes; in cities and towns aiding the establishment, by school commissioners, of primary complementary schools and poor municipalities, to the amount of \$20,000, improving the conditions of school teachers, supplying school-books gratuitously, and generally providing for the more efficient diffusion of elementary education throughout the province." The Catholic Normal Schools shall grant diplomas for primary, elementary and primary complementary schools, and Protestant Normal Schools, for elementary schools, model schools or primary intermediate schools, and the academic or primary superior schools, and the Superintendent shall grant a diploma of qualifications to any pupil of a normal school who has obtained therefrom a certificate of successful completion of a prescribed course of study. School commissioners or trustees may combine to establish one or more primary complementary schools or academies.

Elementary School Fund.—Chapter 47 amends article 2947, Revised Statute 909 by providing that until the elementary school fund produces a net yearly income of \$150,000 there shall be granted by His Majesty yearly the sum of \$200,000 (instead of \$150,000) out of the consolidated revenue fund.

Professional Courses Act.—Chapter 54 empowers the Lieutenant-Governor in Council by means of special annual subsidies to encourage the establishment and maintenance of *professional courses in any school municipality*; no subsidy shall be paid in a public school unless an equal amount, at least, has been spent for the same purposes in such school; municipal corporations are authorized to pass by-laws providing for the granting and payment of the moneys which they are obliged to supply in order to have the right to the special subsidy aforesaid; the professional courses shall be subject to the supervision and inspection of any official appointed for such purpose by the Provincial Government which shall also approve of the appointment of directors and professors for such courses. Only public schools shall reap the advantages of this Act.

School of Fine Arts in Quebec and Montreal.—Chapter 55 empowers the Lieutenant-Governor in Council to establish a *school of fine arts* in each of the cities of Quebec and Montreal, and for their proper working appoint a superior council of fine arts of 5 members appointed for three years; certain other officers and the necessary staff.

Literary or Scientific Competition Act.—Chapter 55 empowers the establishment of annual literary and scientific competitions and a sum of \$5,000 shall be appropriated annually for such purposes.

ONTARIO

The Department of Education Act.—This Act is amended by Chapter 98, Section 2 of 1922, in regard to the appointment of the general grant to rural public and separate schools with the intention of providing a more equitable mode of distribution by allowing the Minister to take into account the special circumstances of any particular school. Another amendment provides that for the purpose of the appointment of grants under section 6 of the Act, the Minister, subject to the regulations and the provincial Government's approval, may declare that public and separate schools in any village, or in a town having a population of not more than 2,000 shall be deemed rural public and separate schools.

The Public Schools Act.—As amended in 1921 provided for the setting apart a township school area formed from any part of the township lying contiguous to a city or town, and for enabling the board of the township school area to make arrangements with the urban board for mutual accommodation for public school purposes by the joint use of schools, and that all property vested in the board of any school section included in the township school area should become the property of the board of the township school area. Chapter 98 of 1922 provides that the township school area shall be responsible for and shall discharge all liabilities and obligations of each of the school sections included therein, and the indebtedness of the board of any school section shall be provided for by a general rate levied upon all property liable to taxation for public school purposes in such township school area. A further amendment to the Act permits the formation of *union school sections* including an urban municipality so as to provide for cases where there is a considerable population which can be secured by the urban municipality. The said union school section may now be found consisting of a part of a township or parts of two or more townships and an adjoining city or separated town where the suburban school section approves of such annexation, or in each of such sections, regularly called, and if such union is also approved by the urban board. Another amendment provides for the admission of a non-resident pupil to a school, if the inspector reports that the accommodation is sufficient for the admission of such pupil, and that the school is more accessible to him than the school in the section in which he resides, and the parent or guardian shall in such case be liable for the payment of all rates assessed on his taxable property for the section in which he resides, but the board of that section must remit to him any rates so payable to the extent of the amount of fees paid to the board of the neighbouring section.

The Consolidated Schools Act.—is amended to provide that where a consolidated school area includes an urban municipality and a rural school section or sections or parts thereof, application for the issue of debentures shall be made by the board of the consolidated school area to the Council of each urban municipality, and the provisions already in force as to the issue of debentures in an urban municipality shall be applicable.

The High Schools Act.—is amended so as to permit the council of any county, on petition of two-thirds of the ratepayers of any municipality or part thereof *not separated* from such county and contiguous to any high school district or village or to a town in such county, by by-law to unite such municipality or part thereof to such district, village or town for high school purposes, the union to take effect on the first of January next following the expiration of six months after passing the by-law. A further amendment to the High Schools Act provides for the establishment of a township in a provincial federal district as a high school district, the board of which shall consist of six members appointed by the council of the township. The high schools Act is further amended in respect to the provision for maintenance of county pupils from municipality outside high school district; in the case of a municipality not wholly included in a high school district, the special provision for assessment for high school purposes of outside municipalities shall be confined to the part which is not included within the high school district, providing that such maintenance shall not be payable where the county council pays a maintenance grant instead of the equivalent apportioned out of the amount of the legislative grant.

The Industrial Education Act of 1920.—Sections 17 and 20, are declared to be still in force and to be part of The Vocational Act of 1921.

The School Attendance Act.—The Council of every township shall appoint a school attendance officer or officers, but this appointment shall not affect the powers and duties of the provincial attendance officer; in territory without municipal organization or in unsurveyed territory a board of public or separate school trustees may appoint a school attendance officer, and in the case of any public or separate school in which not less than 5 teachers are employed the trustee board may appoint a school attendance officer.

The Teachers' and Inspectors' Superannuation Act.—Changes in this Act make the years of employment completed prior to the first of April, 1917 count each as a half year of employment, and entitle the personal representative of a teacher or inspector who dies while engaged in the profession, to receive a sum equal to the total amount contributed by him to the fund with interest at 5 per cent.

The Schools for the Deaf and Blind Act.—has been amended so that the regulations may provide for transportation and for the necessary expenses for clothing and for residence during vacation of indigent pupils out of the funds of the municipality which is empowered to recover money so disbursed from the persons responsible therefor.

Separate Schools Act.—is amended to empower the board in towns divided into wards to limit the number of trustees by six; where a resolution to this effect has been adopted the election shall thereafter be by vote of the separate school ratepayers of the whole municipality; the number of existing trustees to retire in order to admit the election of these new trustees at the next annual election may be determined by lot; thereafter three new trustees shall be elected annually.

The School Sites Act.—has been amended so as to enable boards of separate school trustees to exercise the same rights with regard to expropriation as those now enjoyed by public school boards.

MANITOBA

Child Welfare.—Chapter 2 consolidates the laws relating to children. It provides for a Department of Public Welfare and the appointment of a Minister of Public Welfare, under whom there may be appointed a Director of Child Welfare to administer and enforce the provisions of the Act. Under his supervision and control there may be established a Receiving Home or Homes into which may be received any Neglected and Feeble Minded Children and any child who has been made a ward of a Province. Provision is made for the appointment on the staff, of a Medical Officer who shall be a trained Psychiatrist. A Board, consisting of not less than five or more than seven, of which the Director and Psychiatrist shall be members, to be known as the Board of Selection, is provided for with such duties as making a study of the physical, mental and moral status of children who are wards of the Province, and of making recommendations to the Minister of Public Welfare.

The establishment of Juvenile Courts under the provisions of the "Juvenile Delinquents Act, 1908," (Canada) is arranged for, and powers given to the Lieutenant Governor-in-Council for the appointment of the officers of such Courts.

Parts III, IV, VI and VII of the Child Welfare Act provide for dealing with Neglected Children. Children whose parents are not legally married to each other, Feeble Minded and other Mentally defective children, Handicapped Children and Immigrant Children, respectively.

An extended definition of Neglected Children makes that term include all who are found abandoned or deserted, or in vicious company, or subject to neglect, cruelty or depravity of parents, or begging, or without salutary parental control, or employed contrary to law, or frequenting forbidden resorts, or are guilty of improper language or conduct. No such child may be confined in jail or police station. The general public is excluded from the hearing of such cases.

In the Part dealing with "children whose parents have not been legally married to each other" the word "illegitimate" has been dropped from the legislation. In this Part provision is made for establishing paternity and for making orders upon the father for support of the child and expenses of the mother at the time of the child's birth.

The Part dealing with Feeble Minded children follows the British legislation in defining three classes of Mentally Defective children, namely: Idiot, Imbecile, and Moron; and makes provision for examination, training and care suited to such children.

Part VI, which deals with Handicapped children, lays upon the Director the duty of obtaining information respecting children who are physically handicapped, and gives authority to the Minister to take steps to have the needs of such children studied and special education provided.

"Immigrant Child" is defined as a child who has been brought into the Province by any organization or agent for the purpose of settlement in the Province. An agency bringing children into the Province is required to make a cash deposit with the Department of \$500, or furnish satisfactory security. Provision is made for enrolling immigrant children as Wards of the Province and for supervision of them on the same basis as that provided for Neglected Children who have been adopted.

Part VIII provides for the establishment of Child Welfare organizations whose powers are defined and rights protected.

Parts IX and X deal with Adoption of children and Guardianship of children respectively. It is provided that adoption must be approved by the Director and that adopted children shall be duly visited and inspected. Provision is made for a Decree of Absolute Adoption by a County Court Judge after a child has been adopted for a period of one year or more. Under Guardianship of Children it is specified that "the rights of the Father and Mother in the custody and control of the child shall be joint", but that a Judge may on a proper case made for that purpose, deliver the child into the sole custody and control of either parent.

Under General Provisions in Part XI, requirement for inspection of all Institutions and Homes dealing with children is made, also for dealing with adults guilty of ill treating children, causing them to be Neglected, or interfering with them when Wards of the Province.

The Religious rights of children and parents are also protected. (*See further, page 38*).

The Public Schools Act.—Chapter 15 amends the Public Schools Act in respect to dismissal of refractory pupils; in respect to the appointment by Tax Commission of assessors in unorganized territory; the trustees of each school district shall apply each year to the Manitoba Tax Commission for the levying and collecting by rate of all sums required for the support of their schools and the Tax Commissioner shall fix the rate accordingly, and the commission may levy such rate as it deems necessary if the trustees fail to apply. Whenever a new *rural municipality* is established, any existing school district which by virtue of this establishment includes land in two municipalities, or is situated partly in such municipality and partly in unorganized territory shall *ipso facto* become a *union school district*. An annual grant of \$4,000 is made to the *Manitoba School Trustees' Association*. The *school district of Winnipeg No. 1* is authorized to establish, maintain and administer a *superannuation fund* for officers and employees *other than teachers* as defined in the Public Schools Act, and may include Superintendents and Assistant Superintendents of the district, and the district may include in its annual estimates a special amount to furnish the amount required for such superannuation or pension fund. The district is authorized to guarantee the solvency of such pension or superannuation fund; it is also authorized to receive gifts and legacies for the benefit of the said fund.

SASKATCHEWAN

Bureau of Child Protection.—Chapter 15 provides for the establishment of a Bureau of Child Protection with a Commissioner and staff under a Minister to administer: (a) The Children's Protection Act; (b) The Juvenile Court Act and (c) The Mothers' Allowance Act.

The Secondary Education Act.—Chapter 46 amends this Act, by increasing the grants to every district maintaining a high school or collegiate institute from \$1.50 to \$4 per diem for every teacher employed, provided that when a district provides for instruction in Grade VIII, pupils thereby requiring additional teachers, grants shall be paid for one such additional teacher in accordance with above, but for other such additional teachers, grant shall be paid in accordance with the School Grants Act, an average attendance of 35 pupils in Grade VIII being regarded as a school.

The School Act.—By Chapter 47, Sections 184, 185 and 186 of the School Act providing for Manual, Industrial and Physical training are repealed¹. Section 203 empowering the board of a district to maintain departments exclusively for pupils above Grade VII to charge fees, is amended to exempt from fees, pupils in Grade VIII. Section 204 respecting admission of a child in an area not organized into a school district to a school is amended by changing the maximum amount of fee which may be charged for such children from 10 to 15 cents per day per family. Sections 211 and 212 respecting action in case of contagious and infectious diseases are repealed.

The School Attendance Act.—Chapter 48 amends Sections 3, 6, 16, 18, 19, 21, 22 and 25 on compulsory attendance by raising the age limit for which attendance is required and for which information respecting residents, attendance, employment, etc. is exacted, from 14 to 15 years.

The School Assessment Act.—Chapter 49 amends the act in respect to assessment commission, evidence, penalty and remuneration of board.

The School Grants Act.—Chapter 50 amends the School Grants Act by providing to any district, not including a village, town or city municipality, erecting an approved *teachers' residence* a grant of \$200; a section respecting a grant for the erection of a necessary teachers' residence, where the district is unable without financial assistance to do so, up to one third of the cost, is repealed; to a section requiring an average attendance of 20 pupils for each teacher in a two or more room school is added the provision that when a school is maintained exclusively for pupils above Grade VII the average attendance shall be at least 15 pupils.

The Vocational Education Act.—Chapter 51 amends the Vocational Education Act by prescribing certain prohibitions and penalties to members of the vocational education committee.

ALBERTA

The School Ordinance.—Chapter 62 amends the ordinance by adding to the list of institutions under the control of the Department of Education *technical and commercial schools*; by adding *school fairs* to the list of institutions coming under the regulations; by empowering a board to charge non-resident pupils above Grade VIII a fee of \$3.00 per month (\$12 and \$18 per term) unless the parent or guardian is not a resident of an organized school district; and by changing the terminology "secondary consolidated" to "rural high."

The School Grants Act.—Chapter 63 amends the School Grants Act. In the section of the original act relating to grants in aid of secondary education, to each district maintaining rooms exclusively for high school work in which the number of teachers did not exceed 12, the sum of \$2.00 per teaching day was granted, and if the teachers exceeded 12, the sum of \$1.50. By the amendment of 1922 the number of teachers is raised to 30. In the original act (the portion relating to grants in aid of technical education) to districts employing not more than 30 teachers giving approved night class instruction, an annual grant was given equal to 50 p.c. of the cost of a teacher up to a maximum of \$200 and when approved vocational and technical subjects in addition to ordinary school subjects were taught, a grant was given equal to 60 p.c. of the cost of teacher up to \$250. These maxima were struck out by the amendment of 1922.

BRITISH COLUMBIA

The Public Schools Act.—Chapter 64 of 1922 amends and consolidates the marginally noted act. In the "Interpretation," *District Municipality* is defined as including every municipal area or corporation other than a city municipality or a village municipality. "*High School Area*" means any area constituted and subsisting as a high school area by the union for that purpose of two or more adjoining school districts. *Public school* means any existing school or college not a normal school established or maintained in accordance with the public schools act. The Department of Education is a department of the Civil Service presided over by a Minister. The staff of the Department consists of a Deputy Minister, a Superintendent, Inspectors and other officers. The Department administers the Act, has charge of public normal schools, of the issuing

¹The "Vocational Education Act will hereafter provide for instruction in Manual and Industrial with Physical training as provided for in the Course of Studies".

of teacher's certificates and advises the Council of public instruction. The Superintendent has supervision and direction of inspectors and all public and normal schools, reports, etc. A Council of Public Instruction, consisting of the Minister and other members of the Executive Council with the Superintendent as secretary, has charge over regulations, courses of studies, creation of school districts, etc. Among the powers of the Council are: uniting two or more adjoining school districts (upon application of school trustees) for the purpose of constituting a *high school area*; the establishment of high schools in any school district or high school area, providing there are 15 persons available as high school pupils; the establishment of *superior schools*, in one division of which shall be taught the work prescribed for pupils taking the last year of the public school course and the first two years of the high school course, providing there are 8 persons available as high school pupils; and the appointment of an *official trustee*.

School districts are generally classified into: (1) Municipal school districts, (2) Community school districts, (3) Rural school districts. Municipal school districts are subdivided into: (a) city school districts of the first class, including city municipalities in which the average daily attendance is not less than 1,000; (b) city district of the second class, where the average attendance is not less than 250; (c) of the 3rd class, where the average attendance is less than 250; (d) District municipality school districts, including all district municipalities except those included in a city school district. Rural school districts are subclassified into: (a) Regularly organized rural school districts; (b) Assisted rural school districts having local assessment and (c) Assisted school districts without local assessment. A community school district is constituted upon the whole or part of such lands as are held by two or more persons living under a communal or tribal conditions as distinguished from the ordinary and usual conditions of family life. The affairs of such a school are administered by an official trustee. The provincial aid to city school districts of the first class is \$460; of the second class \$520; of the third class \$565 based upon the number of teachers, and dental surgeons and nurses employed every school day for schools other than night schools; to district municipality schools is paid \$580 upon the same basis; to regularly organized rural school districts is paid \$580; provision is made for reducing the grant in cases where the percentage of attendance, is less than 40 and where the teacher has not taught full time. In the case of assisted and community school districts the salary of each teacher shall be voted by the legislature; stated grants are also made in aid of equipment for certain special courses of instruction; in aid of school libraries; of technical schools; and of high schools; conveyance of children to school; erection of school-houses; normal schools (all expenses).

The trustees board of a 1st class city school consists of 7; of 2nd class, 5; of 3rd class, 3; of district municipality, 5; for municipal school districts formed by the union of two municipal school districts there shall be 6 trustees, 3 elected by each municipality; if the union is of a municipal and a rural district there shall be 5 trustees elected at large. A high school area has a board consisting of 2 members from each district represented in the area.

Among the duties and powers of a trustee board are: expending money for dental treatment; providing a retiring allowance for teachers; establishing an affiliated college (on approval) in a municipal school district and administering the same; appointing a municipal inspector; providing for the conveyance of pupils; establishing advanced courses in physical training; establishing technical schools and special courses of instruction and appointing advisory committees; establishing night schools for persons 15 years of age and over. The standards for school accommodation are at least one teacher for every forty pupils. The schools are to be free and non-sectarian and no religious dogma nor creed shall be taught. No clergymen of any denomination shall be eligible for the position of Superintendent of Education, inspector, teacher or trustee. Attendance is compulsory upon all children (with certain exceptions) over the age of seven and under fifteen during the regular school hours and every day. Failure to fulfil this provision renders liable to a fine up to ten dollars and each day's continuance of such failure shall constitute a separate offence.

PART II—STATISTICAL TABLES.

IIème PARTIE—TABLEAUX STATISTIQUES.

1. SUMMARY OF SCHOOL ACCOMMODATION, ENROLMENT AND AVERAGE ATTENDANCE IN ALL EDUCATIONAL INSTITUTIONS.

1.—Summary of Education in Canada by Provinces, 1922 or latest year reported

1.—Résumé Statistique de l'instruction publique au Canada, par provinces, chiffres de 1922 ou du dernier rapport

NUMBER OF PUPILS ATTENDING EDUCATIONAL INSTITUTIONS
NOMBRE D'ÉLÈVES OU D'ÉTUDIANTS DE TOUTES LES ÉCOLES ET INSTITUTIONS ENSEIGNANTES

No.	Type of Institution	P.-E.I. I. P.-E.	N.S. N.-E.	N.B. N.-P.	Quebec Québec	Ontario
1	Ordinary Day Schools under Public Control.....	18,323	114,229	77,774	462,779 ⁷	632,123 ¹⁶
2	Agricultural, Commercial, Industrial and other Technical Schools, including all evening schools but not short courses in Universities and Colleges.....	166	7,086 ¹	1,390 ⁵	11,046 ⁸	44,450 ¹⁷
3	Schools for teacher-training.....	341	1,090 ²	358	1,376 ⁹	2,431 ¹⁸
4	Indian schools.....	38	276	278	1,539	3,625
5	Schools for the blind and deaf.....	8 ⁶	226	67 ⁶	579 ⁹	481
6	Business Colleges (Private).....	75	698	723	4,248	12,229
7	Private Elementary and Secondary Schools.....	497	1,390 ³	391	54,671 ¹⁰	7,706 ¹⁹
8	Preparatory courses at Universities and Colleges.....	135	372	322	— ¹¹	3,321
9	Short, special and correspondence courses at Universities and Colleges.....	—	490 ⁴	—	2,629 ¹²	4,299
10	Classical colleges.....	—	—	—	9,502 ¹³	—
11	Affiliated, professional and technical colleges (regular courses) ..	—	292	—	1,572 ¹⁴	3,046 ²⁰
12	Universities (regular courses).....	95	1,293	486	5,428 ¹⁵	6,168 ²⁰
	Grand Total (excluding duplicates).....	19,678	127,442	81,789	555,269	719,879
	Population of 1921.....	88,615	523,837	387,876	2,361,199	2,933,662

¹Including 3,600 in special agricultural courses over and above the students of the Agricultural Colleges elsewhere enumerated; 2,044 in industrial training over and above the students of the Technical College elsewhere enumerated; 742 in home economics and 700 in coal mining and engineering.

²Including 352 at the Normal College and 738 at Inspectorial teacher's training institutes.

³Exclusive of pupils in preparatory schools which are included in item 8.

⁴Including 160 in agricultural courses, 23 in industrial courses, 30 in home economics, 78 in navigation and 199 in correspondence courses.

⁵Including 255 in day and 1,135 in evening technical schools. The number in agricultural schools is not included.

⁶In institutions at Halifax, N.S., but supported by the province.

⁷Including 457,980 in elementary and model schools and academies under control of commissioners and trustees and 4,799 in nursery schools most of which are under control—figures of 1920-21.

⁸Including 6,452 in night schools; 2,261 in dress cutting and dressmaking schools; and 3,319 in schools of arts and trades—figures of 1921-22.

⁹Figures of 1920-21.

¹⁰Including all primary schools reporting statistics, but not under control of commissioners or trustees—figures of 1920-21.

¹¹Included with the figures of classical colleges and private schools.

¹²Including 1,280 in evening courses at technical schools; 224 in special courses at technical schools; 315 in short courses at agricultural colleges; 158 in evening courses at the school of Higher Commercial Studies and 66 in short courses at the Wesleyan Theological college—figures of 1921-22.

¹³Including 9,033 in the 21 classical colleges and 469 in independent non-subsidized classical schools—figures of 1920-21.

¹⁴Including 359 in dairy schools; 736 in regular courses at the technical schools; 278 in regular courses at the college of agriculture; 119 in regular courses at the schools for Higher Commercial Studies; and 80 in regular courses at the Protestant theological colleges—figures of 1921-22.

¹⁵Excluding preparatory or short courses and such figures as have already been included in items 10 and 11—figures of 1920-21.

¹⁶Including Public, Separate, Continuation and High Schools and Collegiate Institutes, all day courses—figures of calendar year 1921 for the Public and Separate schools and of the school year 1921-22 for the other schools.

¹⁷Including 5,344 in full time day courses; 574 part time day courses; 1,604 in day special courses and 32,545 in evening courses at industrial, technical and art schools; 2,533 in night elementary schools; 1,635 in night high schools and 215 in the three agricultural schools at Monteith, Whitby and Kemptville—figures of 1921-22.

¹⁸Including Normal Schools and Autumn and Summer Model schools, but not the College of Education which is a faculty of the University of Toronto.

¹⁹Excluding 432 in preparatory schools included in item 8.

²⁰Excluding duplicate registrations at universities and colleges, where duplicate registrations occur they are credited to the colleges and deducted from the universities. The same is done in the case of other provinces.

²¹Including 3,507 in day and 2,295 in evening technical schools—figures of 1921-22.

²²Including 136 in preparatory schools included in item 8.

²³Including 961 in day and 818 in evening vocational schools—figures of 1921-22.

²⁴Including 249 in intra-mural courses, and 14,778 in extra-mural agricultural courses.

²⁵Including 1,362 in day and 1,840 in evening vocational schools.

²⁶Including 551 in industrial training courses, 111 in home economics; 1,025 in commercial training courses; 52 in English classes for foreigners; 464 in correspondence courses and 3,425 in evening courses not already included.

²⁷Including 309 in Yukon and N.W.T.

²⁸To this total should be added 2,667 in agricultural schools, and 5,015 in elementary schools reported too late for tabulation.

1. RÉSUMÉ DE L'ACCOMMODATION SCOLAIRE, INSCRIPTIONS ET FRÉQUENTATION MOYENNE DES INSTITUTIONS ENSEIGNANTES.

1.—Summary of Education in Canada by Provinces, 1922 or latest year reported

1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1922 ou du dernier rapport

NUMBER OF PUPILS ATTENDING EDUCATIONAL INSTITUTIONS
NOMBRE D'ÉLÈVES OU D'ÉTUDIANTS DE TOUTES ÉCOLES ET INSTITUTIONS ENSEIGNANTES

Manitoba	Sask.	Alberta	B.C. — C.-B.	Total	Type d'institution	No.
136,876	183,935	142,902	91,919	1,860,760	Ecoles primaires et maternelles, placées sous le contrôle administratif.	1
5,802 ²¹	1,779 ²³	3,202 ²⁵	5,628 ²⁶	80,549	Ecoles agricoles, commerciales, industrielles et techniques, comprenant toutes les écoles du soir à l'exception des cours abrégés dans les collèges et universités.	2
790	1,462	760	685	9,293	Ecoles pour la formation des instituteurs.....	3
1,804	1,444	1,203	2,505	13,021 ²⁷	Ecoles indiennes.....	4
131	74	44	75	1,685	Ecoles pour les sourds et les aveugles.....	5
1,928	649	2,304	1,075	23,929	Collèges commerciaux privés.....	6
563 ²²	2,514	2,489	1,283	71,504	Ecoles privées élémentaires et secondaires.....	7
251	8	653	74	5,136	Cours préparatoire au collège et à l'université.....	8
1,067	15,036 ²⁴	4,990	217	24,728	Cours abrégés et par correspondance des collèges et universités..	9
—	—	—	—	9,502	Collèges classiques.....	10
759	54	64	115	5,902	Collèges affiliés, professionnels et techniques (cours réguliers)..	11
1,874	799	1,088	1,014	18,245	Universités (cours réguliers).....	12
151,845	207,754²⁸	155,699	104,590	2,124,254	Grand total (sans double emploi)	
610,118	757,510	588,454	524,582	8,788,483	Population en 1921	

¹Comprend 3,600 dans des cours spéciaux d'agriculture, en plus des élèves des collèges d'agriculture énumérés ailleurs; 2,044 suivant des cours industriels, outre les élèves des collèges techniques énumérés ailleurs; 742 dans l'économie domestique et 700 dans l'industrie minière.

²Comprend 352 dans les écoles normales et 738 dans les instituts des inspecteurs pour la formation des instituteurs.

³Sans compter les élèves des écoles préparatoires qui sont énumérés dans l'item 8.

⁴Comprend 160 dans les cours d'agriculture; 23 dans les cours industriels; 30 dans l'économie domestique; 78 dans les cours de navigation et 199 dans les cours par correspondance.

⁵Comprend 255 dans les écoles techniques du jour et 1,135 dans celles du soir, sans compter les écoles d'agriculture.

⁶Dans les institutions d'Halifax, mais aux frais de la province.

⁷Comprend 459,980 dans les écoles élémentaires, modèles et académiques sous le contrôle des commissaires et des syndicats, et 4,799 dans les écoles maternelles dont la plupart sont sous contrôle administratif—chiffres de 1920-21.

⁸Incluant 6,452 dans les écoles du soir; 2,261 dans les écoles de coupe et de couture et 3,319 dans les écoles d'arts et métiers.—chiffres de 1921-22.

⁹Chiffres de 1920-21.

¹⁰Comprenant toutes les écoles primaires, ayant fait leurs rapports statistiques, qui ne sont pas sous le contrôle de commissaires ou de syndicats—chiffres de 1920-21.

¹¹Compris dans les chiffres des collèges classiques et des écoles privées.

¹²Comprenant 1,280 dans les cours du soir des écoles techniques; 224 dans les cours spéciaux des écoles techniques; 315 dans les cours abrégés des collèges d'agriculture; 158 dans les cours du soir de l'Ecole des Hautes Etudes Commerciales; et 66 dans les cours du Wesleyan Theological College—chiffres de 1921-22.

¹³Comprenant 9,033 dans 21 collèges classiques et 469 dans des écoles classiques non subventionnées—chiffres de 1920-21.

¹⁴Comprenant 259 dans les écoles d'industrie laitière; 736 dans les cours réguliers des écoles techniques; 278 dans les cours réguliers des collèges d'agriculture; 119 dans les cours réguliers de l'Ecole des Hautes Etudes Commerciales; et 80 dans les cours réguliers des collèges protestants de théologie—chiffres de 1921-22.

¹⁵Sans compter les cours préparatoires ou abrégés ou autres chiffres inclus dans les item 10 et 11—chiffres de 1920-21.

¹⁶Comprenant les écoles publiques, séparées, de continuation, les hautes écoles, les instituts collégiaux, tous les cours du jour. Chiffres de l'année civile 1921 pour les écoles publiques et séparées, et de l'année scolaire 1921-22 pour toutes les autres écoles.

¹⁷Comprenant 5,344 dans cours permanents du jour; 574 dans les cours partiels du jour; 1,604 dans les cours spéciaux du jour; 32,345 dans les cours du soir des écoles industrielles et techniques; 2,533 dans les écoles élémentaires du soir et 215 dans les trois écoles d'agriculture de Monteth, Whitby, et Kemptville—chiffres de 1921-22.

¹⁸Comprenant les écoles normales et les écoles modèles d'automne et d'été, mais pas le College of Education de Toronto, qui est une faculté de l'Université de Toronto.

¹⁹Ne comprend pas 432 dans les écoles préparatoires et déjà inclus dans l'item 8.

²⁰A l'exclusion des inscriptions en double dans les collèges et universités; quand une inscription est en double, elle est portée au compte du collège. Il en est de même dans les autres provinces.

²¹Comprenant 3,507 dans les écoles techniques du jour et 2,295 dans les écoles techniques du soir—chiffres de 1921-22.

²²Comprenant 136 dans les écoles techniques d'apprentissage du jour et 818 dans celles du soir—chiffres de 1921-22.

²³Comprenant 961 dans les écoles techniques d'apprentissage du jour et 1,840 dans celles du soir.

²⁴Comprenant 249 dans des cours réguliers et 14,778 dans des cours hors de l'école.

²⁵Comprenant 1,362 dans les écoles d'apprentissage du jour et 1,840 dans celles du soir.

²⁶Comprenant 551 dans les cours de formation industrielle; 111 dans l'économie domestique; 1,025 dans les cours commerciaux; 52 dans les cours d'anglais pour étrangers; 464 dans les cours par correspondance et 3,425 dans les cours du soir qui n'ont pas encore été mentionnés.

²⁷Comprenant 309 dans Yukon et N.N.T.

²⁸A ce total on devra additionner 2,667 aux écoles agricoles et 5,051 aux écoles élémentaires rapporté trop tard pour tabulation.

DOMINION BUREAU OF STATISTICS

1.—Summary of Education in Canada by Provinces, 1922 or latest year reported—Concluded
 1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1922 ou du
 dernier rapport—Fin.

DISTRIBUTION AND ATTENDANCE OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
 RÉPARTITION ET ASSIDUITÉ DES ÉLÈVES DES ÉCOLES GÉNÉRALES SOUS LE CONTRÔLE ADMINISTRATIF

No.	—	P.E.I. I.P.-E.	N.S. N.-E.	N.B. N.-B.	Quebec Québec	Ontario
1	Number of Boys enrolled.....	9,273	57,028	35,431	248,544	318,350
2	Number of Girls enrolled.....	9,050	57,201	35,915	264,107	313,773
3	Total in the first six grades.....	14,829	89,264	63,518	465,945	465,904
4	Total in intermediate and secondary grades.....	3,835	24,965	7,828	51,405	166,219
5	Total in secondary grade.....	—	11,039	—	—	54,870
6	Boys in secondary grade.....	—	4,202	—	—	21,924
7	Girls in secondary grade.....	—	6,837	—	—	26,861
8	Number of pupils in graded schools.....	6,570	72,091	36,366	—	450,000
9	Number of pupils in ungraded schools.....	11,753	42,138	34,980	—	182,000
10	Average daily attendances.....	12,338	79,410	51,168	397,172	446,396
11	Average number of days each pupil attended during year.....	129	136	145	—	—
12	Average number of days schools were open during year.....	192	196	190	—	—
13	Percentage of total attendance in average attendance.....	67.4	69.5	65.8	77.47	70.00

TEACHERS, ACCOMMODATION AND EXPENDITURE IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
 PERSONNEL ENSEIGNANT, LOCAUX ET DÉPENSES DES ÉCOLES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF

No.	—	P.E.I. I.P.-E.	N.S. N.-E.	N.B. N.-B.	Quebec Québec	Ontario
1	Teachers in Schools under Public Control.....	611	3,208	2,246	17,201	16,147
2	Male Teachers.....	122	263	180	2,631	2,378
3	Female Teachers.....	489	2,945	2,066	14,570	13,769
4	Number of School Districts.....	473	1,773	1,331	7,377 ¹	—
5	Number of School houses.....	473	1,863	—	7,543	7,231
6	Number of class-rooms in operation.....	609	2,982	2,061	13,274	—
7	Number of ungraded one-room Schools.....	415	1,431	1,196	—	4,989
8	Average number of pupils to a class-room.....	30	38	38	38	—
9	Total Expenditure on Education.....	428,869	3,646,570	2,657,046	22,122,979	36,739,564
10	Total Expenditure on Education by Governments.....	271,103	616,389	381,075	2,351,471	3,475,713
11	Total Expenditure on Education by Ratepayers, etc.....	157,766	3,030,181	2,275,971	19,771,508	33,263,851
12	Expenditure on Teachers' Salaries.....	—	1,740,731	—	—	19,036,129
13	Average Annual Cost per pupil enrolled.....	22.21	31.92	34.17	43.15	54.31
14	Average Annual Cost per pupil in daily attendance.....	31.49	45.92	51.50	55.70	82.30

¹The number of school Municipalities was 1718.

1.—Summary of Education in Canada by Provinces, 1922 or latest year reported—Concluded
 1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1922 ou du dernier rapport—Fin.

DISTRIBUTION AND ATTENDANCE OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
 RÉPARTITION ET ASSIDUITÉ DES ÉLÈVES DES ÉCOLES GÉNÉRALES SOUS LE CONTRÔLE ADMINISTRATIF

Manitoba	Sask.	Alberta	B.C. C.-B.	Total	—	No.
—	93,644	72,093	46,833	—	Nombre de garçons inscrits.....	1
—	90,291	70,809	45,086	—	Nombre de filles inscrites.....	2
111,377	153,389	112,508	64,801	1,541,535	Total dans les six premiers degrés.....	3
25,499	30,546	30,394	27,118	367,809	Total dans les degrés intermédiaires et secondaires.....	4
10,729	10,714	10,762	8,944	—	Total dans le degré secondaire.....	5
—	4,419	4,707	3,929	—	Garçons dans le degré secondaire.....	6
—	6,295	6,055	5,015	—	Filles dans le degré secondaire.....	7
82,000	85,000	76,691	80,338	—	Nombre d'élèves dans les écoles à classes multiples.....	8
54,000	98,000	66,211	11,581	—	Nombre d'élèves dans les écoles à classes non-multiples.....	9
95,433	119,041	100,515	75,528	1,377,423	Moyenne de fréquentation quotidienne.....	10
130	127	131	—	—	Moyenne du nombre de jours d'assiduité de chaque élève pendant l'année.	11
187	189	179	—	—	Moyenne du nombre de jours pendant lesquels les écoles ont été ouvertes pendant l'année.	12
69.7	64.7	70.3	82.2	71	Pourcentage de la fréquentation totale en fréquentation moyenne	13

TEACHERS, ACCOMMODATION AND EXPENDITURE IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
 PERSONNEL ENSEIGNANT, LOCAUX ET DÉPENSES DES ÉCOLES GÉNÉRALES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF

Manitoba	Sask.	Alberta	B.C. C.-B.	Total	—	No.
3,893	7,225	5,787	2,994	59,312	Instituteurs et institutrices des écoles contrôlées.....	1
924	1,970	1,428	700	10,596	Instituteurs.....	2
2,969	5,255	4,359	2,294	48,716	Institutrices.....	3
2,094	4,543	3,297	716	—	Districts scolaires.....	4
1,936	—	2,861	991	—	Maisons d'école.....	5
3,782	5,717	4,485	2,823	51,000 (approx.)	Nombre de salles de classes occupées.....	6
—	3,506	2,588	473	—	Nombre d'écoles à classe unique.....	7
37	32	32	33	—	Moyenne du nombre d'élèves dans une classe.....	8
10,898,340	13,442,417	9,915,706	7,833,578	107,685,069	Total des dépenses pour l'instruction publique.....	9
1,058,292	1,491,610	1,146,722	3,141,738	13,934,113	Dépenses à la charge du gouvernement.....	10
9,840,048	11,950,807	8,768,984	4,691,840	93,750,956	Dépenses directement supportées par les contribuables, etc....	11
5,016,903	7,273,200	5,213,011	—	—	Traitement du personnel enseignant.....	12
79.62	73.08	61.24	85.23	—	Coût moyen par élève inscrit et par an.....	13
114.23	112.95	87.09	103.73	—	Coût moyen par élève présent et par an.....	14

¹Le nombre des municipalités scolaires était de 1718.

2.—Detailed Summary of Educational Institutions in Canada by Provinces, for 1922 or latest year reported.

2. — Résumé détaillé des institutions enseignantes du Canada par provinces, chiffres de 1922 ou du dernier rapport

Province	Number of School Districts or Ins-titution	Number of School Houses	Number of Class Rooms	Number of Teachers		Number of Pupils		Average Attendance	Per-centage of Attend-ance	Province
				Male	Fe-male	Male	Fe-male			
Prince Edward Island, (1922):										
Primary Schools.....	415	415	415	88	327	415	5,982	5,801	11,753	63.8
Advanced graded.....	40	40	83	11	71	82	3,321	3,249	2,390	1,653
First Class Schools.....	18	18	111	23	91	61	9,273	9,090	18,323	78.2
Total Class Schools.....	473	473	609	122	489	161	12,717	12,389	24,113	67.4
Prince of Wales College.....	1	1	—	—	3	12	127	214	341	—
Total of General Schools.....	—	—	—	—	—	—	—	—	—	—
Agricultural and Technical Schools (day) (evening)	—	1	—	—	—	3	—	—	73	—
St. Dunstan's University.....	—	—	—	14	19	14	230	418	232	—
Private elementary and secondary sch'ls.	4	—	—	18	19	18	79	497	497	—
Business College.....	—	—	—	8	—	8	50	25	75	—
Nova Scotia (1922):										
Cities and principal Towns.....	42	—	790	84	706	700	19,617	20,130	39,747	76
Other Graded Schools.....	213	—	751	—	—	761	—	32,544	—	—
All Graded Schools.....	255	—	1,541	—	—	1,551	—	72,091	—	—
Ungraded Schools.....	1,350	—	1,431	—	—	1,657	—	42,138	—	—
All General Schools.....	1,773	—	2,982	263	2,945	3,208	57,028	57,201	114,229	69.5
Normal Schools.....	1	—	—	—	—	—	—	—	552	—
Technical Schools not including Colleges	—	—	—	—	—	—	—	—	3,302	—
Inspectorial teacher-training Institutes	12	—	—	12	—	12	—	246	738	—
Affiliated Colleges.....	6	—	—	93	2	95	908	1,154	1,385	—
Universities.....	4	—	—	163	5	168	1,044	341	1,385	—
Private Elementary and Secondary Schools.....	7	—	—	21	89	110	529	861	1,390	—
Business Colleges.....	4	—	—	—	—	24	296	402	—	—
New Brunswick (1922):										
Cities and Towns (1st Term)	19	—	—	—	—	—	—	—	22,385	—
Cities and Towns (2nd Term)	19	—	—	—	—	—	—	—	22,121	—
Other Graded Schools (1st Term)	109	—	—	—	—	—	—	—	13,665	—
Other Graded Schools (2nd Term)	112	—	—	—	—	—	—	—	14,245	—
All Graded Schools (1st Term)	128	—	849	—	—	—	—	—	36,050	—
All Graded Schools (2nd Term)	131	—	865	—	—	—	—	—	36,366	—
Ungraded Schools (1st Term)	1,208	—	1,213	—	—	—	—	—	34,299	—
Ungraded Schools (2nd Term)	1,200	—	1,196	—	—	—	—	—	34,980	—
All General Schools (1st Term)	1,336	—	2,062	164	2,051	2,215	34,374	35,475	70,349	79.6
All General Schools (2nd Term)	1,331	—	2,063	180	2,066	2,246	35,431	35,915	71,774	72.3
Year.....	—	—	—	—	—	21	—	255	—	—
Technical Schools (day).....	—	—	—	—	—	63	—	1,135	—	—
Technical Schools (evening).....	—	18	—	—	—	70	—	808	—	—
Universities.....	3	—	—	70	17	28	674	134	391	—
Private, Elementary and Secondary Schools.....	3	—	—	11	—	28	96	295	391	—
Business Colleges.....	6	—	—	—	—	21	283	440	723	—

2.—Detailed Summary of Educational Institutions in Canada by Provinces, for 1922 or latest year reported.
2.—Résumé détaillé des institutions enseignantes du Canada par provinces, chiffres de 1922 ou du dernier rapport

Province	Number of School Districts or Institutions	Number of School Houses	Number of Class Rooms	Number of Teachers		Number of Pupils		Average Attendance	Percentage of Attendance	Province	
				Male Teachers	Female Teachers	Male Pupils	Female Pupils				
Quebec (1921)—Schools:— <i>Con.</i> Schools for Deaf and Blind: Roman Catholic..... Protestant..... Total..... Schools of Artisan Trade (Roman Catholic) Night Schools: Roman Catholic..... Protestant..... Total..... Technical Schools..... Dress cutting and making Schools (Roman Catholic). Agricultural Schools: Roman Catholic..... Protestant..... Total..... Schools for Higher Commercial Studies. St. Hyacinthe Dairy School..... Business Colleges (Private)..... All Schools: 21	—	3	—	49	108	157	212	262	474	92.62	
	—	2	—	5	15	20	49	56	105	90.48	
	—	5	—	54	123	177	261	318	579	92.23	
	—	16	—	56	—	56	1,682	1,225	2,907	46.96	
	—	53	—	132	6	138	4,799	154	4,953	56.07	
	—	11	—	20	—	20	597	242	839	58.40	
	—	64	—	152	6	158	5,396	396	5,792	56.41	
	—	6	—	86	—	86	2,069	—	2,069	72.16	
	—	26	—	—	26	26	—	2,347	1,452	61.87	
	—	—	—	—	—	—	—	—	—	—	
Ontario, Public Schools (1921): Roman Catholic..... Protestant..... Total..... Rural..... City..... Town..... Village..... Total..... Roman Catholic Separate Schools (1921) Rural..... City..... Town..... Village..... Total..... Continuation Schools (1922). High Schools (1922). Collegiate Institutes (1922). Industrial, Technical and Art Schools, (1922). Day full time..... Day part time..... Day Special..... Day Total.....	6,934	799	—	4,164	12,902	17,126	239,274	238,670	477,944	77.79	
	7,733	—	—	524	2,054	2,578	36,362	33,945	70,307	74.83	
	—	—	—	4,688	15,016	19,704	275,636	272,615	548,251	77.41	
	5,548	—	—	700	5,664	6,364	111,296	104,289	215,585	63.83	
	321	—	—	585	3,574	4,159	95,373	94,709	190,082	72.84	
	257	—	—	155	1,358	1,513	36,177	35,475	71,652	73.15	
	154	—	—	88	432	520	11,956	11,961	23,917	72.15	
	6,280	—	—	1,528	11,028	12,556	254,802	246,434	501,236	63.97	
	374	—	—	17	490	507	10,206	9,960	20,166	65.92	
	135	—	—	77	794	871	20,496	20,461	40,957	74.30	
Quebec (1921): Ecoles— <i>F.in.</i> Ecoles des sourds-muets et aveugles: Catholiques..... Protestantes..... Total..... Ecoles des arts et métiers (catholiques) Ecoles du soir: Catholiques..... Protestantes..... Total..... Ecoles techniques..... Ecoles de coupe et de confection de vêtements (catholiques). Ecoles d'agriculture: Catholiques..... Protestantes..... Total..... Ecoles des Hautes Etudes Commerciales. Ecole de laiterie de St-Hyacinthe. Collèges Commerciaux (privés). Total..... Catholiques..... Protestantes..... Total..... Ontario:—Ecoles publiques (1921): Rurales..... des cités..... des villages..... Total..... Ecoles séparées (catholiques) (1921): rurales..... des cités..... des villages..... Total..... Ecoles de continuation (1922). "High Schools" (1922). Instituts collégiaux (1922). Ecoles techniques et des industries, des métiers et des arts (1922). Cours du jour, élèves réguliers (1922). Cours du jour, élèves fréquentant une partie de la journée (1922). Cours du jour, élèves spéciaux. Cours du jour, Total.	439	92.62	474	262	108	157	212	262	474	92.62	
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
Quebec (1921): Ecoles— <i>F.in.</i> Ecoles des sourds-muets et aveugles: Catholiques..... Protestantes..... Total..... Ecoles des arts et métiers (catholiques) Ecoles du soir: Catholiques..... Protestantes..... Total..... Ecoles techniques..... Ecoles de coupe et de confection de vêtements (catholiques). Ecoles d'agriculture: Catholiques..... Protestantes..... Total..... Ecoles des Hautes Etudes Commerciales. Ecole de laiterie de St-Hyacinthe. Collèges Commerciaux (privés). Total..... Catholiques..... Protestantes..... Total..... Ontario:—Ecoles publiques (1921): Rurales..... des cités..... des villages..... Total..... Ecoles séparées (catholiques) (1921): rurales..... des cités..... des villages..... Total..... Ecoles de continuation (1922). "High Schools" (1922). Instituts collégiaux (1922). Ecoles techniques et des industries, des métiers et des arts (1922). Cours du jour, élèves réguliers (1922). Cours du jour, élèves fréquentant une partie de la journée (1922). Cours du jour, élèves spéciaux. Cours du jour, Total.	439	92.62	474	262	108	157	212	262	474	92.62	
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	—	—	—	—

1 This total does not include Indian schools and private business colleges. It is wholly for the year 1921. The total on page 74 is partly for the year 1922, or latest figures available—ce total ne comprend pas les écoles des réserves indiennes et le collèges commerciaux. Il couvre l'année 1921 en entier. Le total de la page 74 couvre cette partie de 1922 sur laquelle les données avaient été collées.

Evening Schools.....										Cours du soir.									
55	—	—	—	—	—	—	—	—	—	1,075	14,652	17,893	32,545	—	—	1,314	51-87	Ecoles élémentaires du soir (1922).	
24	—	—	—	—	—	—	—	—	—	77	—	—	2,533	—	—	469	28-68	Ecoles secondaires du soir (1922)	
—	—	—	—	—	—	—	—	—	—	70	—	—	1,635	—	—	—	—	Universités (1922)	
—	—	—	—	—	—	—	—	—	—	1,031	7,763	4,961	12,724	—	—	—	—	Collèges affiliés (1922).	
14	—	—	—	—	—	—	—	—	—	239	3,689	1,329	5,018	—	—	—	—	Collèges commerciaux (1922).	
72	—	—	—	—	—	—	—	—	—	295	3,661	5,787	12,229	—	—	—	—	Ecoles privées (1922).	
38	—	—	—	—	—	—	—	—	—	530	2,995	5,143	8,138	—	—	—	—	Manitoba (1922):	
—	—	—	—	—	—	—	—	—	—	920	19,193	19,005	38,198	—	—	—	—	Ecoles de Winnipeg.	
1	—	—	—	—	—	—	—	—	—	373	—	—	13,834	—	—	—	—	Ecoles intermédiaires.	
93	—	—	—	—	—	—	—	—	—	—	—	—	13,834	—	—	—	—	"High Schools"	
36	—	—	—	—	—	—	—	—	—	—	—	—	1759-5	—	—	—	—	Départements collégiaux.	
5	—	—	—	—	—	—	—	—	—	—	—	—	4,456	—	—	—	—	Instituts collégiaux.	
5	—	—	—	—	—	—	—	—	—	—	—	—	4,103	—	—	—	—	"Junior High Schools."	
11	—	—	—	—	—	—	—	—	—	—	—	—	970	—	—	—	—	Toutes écoles générales.	
5	—	—	—	—	—	—	—	—	—	3,893	—	—	136,876	—	—	—	—	Ecoles Normales.	
2,094	—	—	—	—	—	—	—	—	—	6	17	120	670	—	—	—	—	Ecoles techniques du jour.	
—	—	—	—	—	—	—	—	—	—	45	—	—	3,507	—	—	—	—	Ecoles techniques du soir.	
—	—	—	—	—	—	—	—	—	—	85	—	—	2,285	—	—	—	—	Universités.	
1	—	—	—	—	—	—	—	—	—	1,836	—	—	590	—	—	—	—	Collèges affiliés.	
5	—	—	—	—	—	—	—	—	—	9	153	906	728	—	—	—	—	Collèges commerciaux (privés).	
5	—	—	—	—	—	—	—	—	—	22	115	906	728	—	—	—	—	Ecoles privées.	
9	—	—	—	—	—	—	—	—	—	68	845	1,083	1,697	—	—	—	—	Saskatchewan (1922):	
6	—	—	—	—	—	—	—	—	—	13	25	391	—	—	—	—	—	Ecoles élémentaires rurales.	
—	—	—	—	—	—	—	—	—	—	3,713	4,690	55,221	106,072	—	—	—	—	Ecoles élémentaires-urbaines.	
4,071	—	—	—	—	—	—	—	—	—	1,411	3,279	50,851	106,072	—	—	—	—	Toutes écoles élémentaires.	
451	—	—	—	—	—	—	—	—	—	1,802	454	36,236	72,236	—	—	—	—	"High Schools"	
4,522	—	—	—	—	—	—	—	—	—	1,865	5,158	7,023	91,221	—	—	—	—	Instituts Collégiaux.	
—	—	—	—	—	—	—	—	—	—	13	30	43	423	—	—	—	—	Ecoles de travaux du jour.	
—	—	—	—	—	—	—	—	—	—	93	66	159	2,697	—	—	—	—	Ecoles de travaux du soir.	
—	—	—	—	—	—	—	—	—	—	24	14	38	264	—	—	—	—	Ecoles Normales.	
—	—	—	—	—	—	—	—	—	—	47	19	66	302	—	—	—	—	Universités (1922).	
—	—	—	—	—	—	—	—	—	—	9	8	17	452	—	—	—	—	Collèges affiliés (1922).	
1	—	—	—	—	—	—	—	—	—	74	11	85	656	—	—	—	—	Collèges commerciaux (1922).	
3	—	—	—	—	—	—	—	—	—	7	7	86	4	—	—	—	—	Ecoles privées.	
8	—	—	—	—	—	—	—	—	—	17	219	361	649	—	—	—	—	Alberta (1922):	
39	—	—	—	—	—	—	—	—	—	35	103	1,100	1,414	—	—	—	—	Ecoles publiques de villes.	
—	—	—	—	—	—	—	—	—	—	1,139	1,435	—	49,046	—	—	—	—	Ecoles séparées, catholiques de villes.	
57	—	—	—	—	—	—	—	—	—	—	—	—	4,284	—	—	—	—	Autres écoles à classes multiples.	
10	—	—	—	—	—	—	—	—	—	—	—	—	23,361	—	—	—	—	Ecoles à classe unique.	
—	—	—	—	—	—	—	—	—	—	—	—	—	66,211	—	—	—	—	Ecoles rurales.	
—	—	—	—	—	—	—	—	—	—	2,644	—	—	142,902	—	—	—	—	Total écoles générales.	
3,297	—	—	—	—	—	—	—	—	—	1,428	4,359	5,787	542	—	—	—	—	Ecoles normales.	
—	—	—	—	—	—	—	—	—	—	9	22	218	—	—	—	—	—	Ecoles de travaux (du jour).	
—	—	—	—	—	—	—	—	—	—	69	—	—	1,362	—	—	—	—	Ecoles de travaux (du soir).	
—	—	—	—	—	—	—	—	—	—	121	899	386	1,285	—	—	—	—	Universités.	
—	—	—	—	—	—	—	—	—	—	9	127	931	33	—	—	—	—	Collèges affiliés (1922).	
1	—	—	—	—	—	—	—	—	—	50	2	52	964	—	—	—	—	Collèges commerciaux (1922).	
5	—	—	—	—	—	—	—	—	—	46	955	1,349	2,304	—	—	—	—	Ecoles privées (1922).	
—	—	—	—	—	—	—	—	—	—	163	1,148	1,341	2,489	—	—	—	—	Colombie Britannique (1922):	
18	—	—	—	—	—	—	—	—	—	60	103	1,148	1,341	—	—	—	—	"High Schools"	
—	—	—	—	—	—	—	—	—	—	184	117	3,788	8,634	—	—	—	—	Ecoles élémentaires de cités.	
51	—	—	—	—	—	—	—	—	—	1,149	19,789	40,965	35,642	—	—	—	—	Ecoles rurales des municipales.	
33	—	—	—	—	—	—	—	—	—	719	12,641	19,730	24,371	—	—	—	—	Ecoles rurales et subventionnées.	
25	—	—	—	—	—	—	—	—	—	825	9,228	8,721	17,949	—	—	—	—	Total écoles générales.	
607	—	—	—	—	—	—	—	—	—	2,994	46,833	45,086	91,919	—	—	—	—	Ecoles normales.	
716	—	—	—	—	—	—	—	—	—	4	14	155	685	—	—	—	—	Ecoles de travaux (du jour).	
2	—	—	—	—	—	—	—	—	—	90	—	—	1,598	—	—	—	—	Ecoles de travaux (du soir).	
—	—	—	—	—	—	—	—	—	—	178	—	—	4,094	—	—	—	—	Universités.	
36	—	—	—	—	—	—	—	—	—	14	110	634	1,231	—	—	—	—	Collèges affiliés.	
—	—	—	—	—	—	—	—	—	—	24	78	111	189	—	—	—	—	Collèges commerciaux.	
2	—	—	—	—	—	—	—	—	—	27	470	335	1,075	—	—	—	—	Ecoles privées.	
7	—	—	—	—	—	—	—	—	—	63	432	851	1,283	—	—	—	—		
6	—	—	—	—	—	—	—	—	—	53	432	851	1,283	—	—	—	—		

3. Summary of Education in Cities and Principal Towns of Canada for 1922 or Latest Year Reported.
3. Résumé statistique de l'instruction publique dans les cités et les principales villes du Canada, chiffres de 1922 ou du dernier rapport.

Name of City Nom de Cité	Population. Census of 1921 Population Recense- ment 1921	Number of Pupils Attending General Schools. Nombre d'élèves dans les écoles générales.				Number of Pupils in Vocational Schools (not included in total General Schools). Nombre d'élèves dans les écoles de travaux manuels (non compris dans les écoles générales)			Number of Pupils in High School Grades (included in total General Schools). Nombre d'élèves dans les degrés secondaires (compris dans les écoles générales)			Total Expenditure Dépenses totales	
		Boys Garçons	Girls Filles	Total Total	Average Attendance Moyenne de fréquentation quoti- dienne	Day Courses Cours de jour	Evening Courses Cours de soir	Total Total	Boys Garçons	Girls Filles	Total Total		
Montreal, Que.	618,506	59,401	60,962	120,363	94,985	3,318	9,698	13,016	2,808	2,435	5,243	8,113,340	
Toronto, Ont.	521,893	52,503	104,415	156,918	75,550	1,105	1,910	3,015	1,824	1,967	3,791	3,002,817	
Winnipeg, Man.	179,879	19,193	38,193	57,386	30,236	1,030	1,136	2,166	1,293	1,466	2,759	1,587,427	
Vancouver, B.C.	117,217	10,650	9,999	20,649	18,032	1,831	3,477	4,308	1,562	1,532	3,094	1,781,808	
Hamilton, Ont.	114,151	12,897	12,272	25,169	19,071	836	4,074	4,910	819	577	1,396	1,733,951	
Ottawa, Ont.	107,843	11,636	23,622	35,258	17,542	546	4,074	4,620	819	577	1,396	1,733,951	
Quebec, Que.	95,193	9,705	10,663	20,368	18,947	488	400	888	652	988	1,640	1,227,697	
Calgary, Alta.	63,305	7,064	14,473	21,537	11,745	578	1,883	2,461	513	512	1,025	1,575,593	
London, Ont.	60,959	6,229	6,192	12,421	9,187	521	1,335	1,856	688	1,022	1,710	1,243,538	
Edmonton, Alta.	58,821	7,253	7,528	14,781	11,791	521	1,244	1,765	399	649	1,048	1,048	
Halifax, N.S.	58,372	5,795	5,824	11,619	9,221	.....	.....	.....	413	560	970	970
St. John's, N.B.	47,166	4,531	4,735	9,266	7,933	.....	.....	.....	447	579	1,026	989,995
Victoria, B.C.	38,727	3,250	3,108	6,358	5,163	258	582	840	387	441	828	1,133,491	
Windsor, Ont.	38,591	4,206	4,207	8,413	5,758	58	1,401	1,459	405	467	872	770,893	
Regina, Sask.	34,432	3,990	3,954	7,944	5,869	289	552	841	397	438	835	331,814	
Brandon, Ont.	29,440	3,372	3,425	6,797	3,425	.....	1,073	1,073	527	640	1,167	765,312
Saskatoon, Sask.	25,739	3,600	3,675	7,275	5,524	.....	.....	.....	317	244	561	561
Sydney, N.S.	22,545	2,794	2,794	5,588	4,353	.....	.....	.....	184	204	388	383,477
Kitchener, Ont.	21,763	2,379	2,422	4,801	3,674	.....	767	767	40	321	342	342
Kingston, Ont.	21,753	2,319	2,487	4,806	3,647	40	.....	.....	321	342	663	349,218
Sault Ste Marie, Ont.	21,092	2,874	2,959	5,833	4,107	36	237	273	180	257	437	689,610	
Peterboro, Ont.	20,994	2,623	2,641	5,264	4,069	.....	403	403	241	262	503	327,674
Fort William, Ont.	20,541	2,817	2,798	5,615	4,373	139	.....	633	103	245	348	400,412
St. Catharines, Ont.	19,881	2,262	2,847	5,109	3,332	.....	336	336	299	330	629	387,429
Moose Jaw, Sask.	18,285	2,003	2,788	4,791	3,754	401	117	518	450	630	1,080	409,626	
Guelph, Ont.	18,128	2,003	1,957	3,960	2,937	.....	516	615	223	248	471	203,513
Moncton, N.B.	17,488	.....	.....	3,390	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester, N.S.	17,007	2,237	2,406	4,643	3,490	.....	267	267	90	108	288	288
Stratford, Ont.	16,094	1,861	1,847	3,708	2,968	.....	314	551	270	275	545	195,376
St. Thomas, Ont.	16,026	1,889	1,851	3,740	2,829	.....	314	314	317	374	691	170,023
Brandon, Man.	15,397	1,775	1,735	3,510	2,554	.....	.....	.....	174	238	412	462,505

Port Arthur, Ont.	14,886	2,074	1,996	4,070	3,098	362	362	137	196	333	186,988
Sarnia, Ont.	14,877	1,611	1,627	3,238	2,537	365	255	249	300	549	150,894
Niagara Falls, Ont.	14,764	1,591	1,533	3,124	2,262	427	372	117	92	209	225,473
New Westminster, B.C.	14,495	1,597	1,627	3,164	2,777	146	383	286	387	673	223,088
Chatham, Ont.	13,256	1,618	1,540	3,158	2,247	354	291	164	216	380	155,387
Galt, Ont.	13,216	1,582	1,568	3,150	2,488	42	291	237	274	511	144,012
St. Boniface, Man.	12,821	1,615	1,681	3,296	2,420	65	107	157	148	305	257,203
Charlottetown, P.E.I.	12,347	1,143	1,074	2,217	1,950	107	172	127	214	341	112,742
Belleville, Ont.	12,206	1,285	1,367	2,652	1,963	330	330	170	221	391	112,742
Owen Sound, Ont.	12,190	1,520	1,570	3,090	2,363	514	514	194	262	456	121,553
Oshawa, Ont.	11,940	982	1,986	1,968	1,555	359	359	146	182	328	113,254
Lethbridge, Alta.	11,097	1,514	1,498	3,012	2,313	84	149	110	181	291	184,843
North Bay, Ont.	10,692	1,397	1,434	2,831	2,226	218	218	145	147	292	189,416
Brockville, Ont.	10,043	991	1,026	2,017	1,669	406	406	156	197	353	101,826
Amherst, N.S.	9,998	936	921	1,857	1,432	190	190	67	138	235	104,927
Woodstock, Ont.	9,935	1,102	1,077	2,179	1,673	290	290	221	263	484	104,927
Medicine Hat, Alta.	9,634	1,455	1,077	2,997	2,483	39	39	172	186	358	212,790
Nanaimo, B.C. (and suburbs)	9,088	1,681	1,542	1,845	1,196	296	296	69	95	162	67,573
New Glasgow, N.S.	8,974	778	817	1,595	1,211	296	296	86	135	221	67,573

¹Primary schools, only 1921—Ecoles primaires, 1921²Figures of 1923—Chiffres de 1923.

4.—Historical Summary of Enrolment in Schools in Canada by Provinces, 1824 to 1922

4.—Relevé rétrospectif des élèves des écoles canadiennes, par provinces, de 1824 à 1922

Year Année	Total Number Enrolled—Nombre total des inscriptions										Nine Provinces Neuf provinces
	P.E.I.	N.S.	N.B.	Que.	Ontario	Manitoba	Sask.	Alberta	B.C.		
	I.-P.-E.	N.-E.	N.-B.	Qué.					C.-B.		
1811.....	—	— ¹	—	—	—	—	—	—	—	—	
1824.....	—	5,514	—	—	—	—	—	—	—	—	
1829.....	—	12,000	—	18,410	—	—	—	—	—	—	
1835.....	—	15,292	—	37,000	—	—	—	—	—	—	
1837.....	1,553	—	—	—	—	—	—	—	—	—	
1841.....	4,356	20,910	—	—	—	—	—	—	—	—	
1845.....	—	—	15,924	—	—	—	—	—	—	—	
1846.....	—	33,960	—	60,000 ²	—	—	—	—	—	—	
1850.....	—	—	1,847	—	151,891 ²	—	—	—	—	—	
1851.....	5,366	20,379	—	—	168,159	—	—	—	—	—	
1852.....	²	—	—	—	179,857	—	—	—	—	—	
1854.....	—	—	—	—	204,168	—	—	—	—	—	
1856.....	—	31,307	—	—	—	—	—	—	—	—	
1858.....	—	—	—	130,940	—	—	—	—	—	—	
1861.....	—	33,652	27,982	—	—	—	—	—	—	—	
1864.....	—	35,405 ²	30,632	—	—	—	—	—	—	—	
1866.....	—	50,574	30,263	—	—	—	—	—	401	—	
1867.....	—	65,896	31,364	—	403,339	—	—	—	—	718,000	
1868.....	—	68,612	31,988	205,530	—	—	—	—	—	—	
1871.....	—	75,995	33,981 ²	—	—	817	—	—	—	803,000	
1872.....	—	73,638	39,837	—	462,630	—	—	—	514 ²	—	
1873.....	—	74,297	42,611	216,992	—	—	—	—	1,028	—	
1876.....	—	79,813	64,689	—	499,078	2,734	—	—	1,685	—	
1878.....	19,240	82,846	68,780	226,322	499,589	—	—	—	2,198	—	
1881.....	21,501	78,828	65,631	227,935	489,404	4,919 ²	—	—	2,571	891,000	
1886.....	22,414	85,714	68,367	—	502,840	15,926	2,553	—	4,471	—	
1887.....	22,460	85,474	68,583	255,259	510,671	16,940	3,144	—	5,345	—	
1890.....	22,530	85,482	68,523	260,768	515,960	23,256	5,398	—	8,042	—	
1891.....	22,330	83,548	68,992	265,513	—	23,871	6,652	—	9,260	995,000	
1892.....	22,169	85,077	68,909	268,535	508,507	23,243	6,170	—	10,773	—	
1893.....	22,292	94,899	—	267,202	504,123	28,706	8,214	—	11,496	—	
1894.....	22,221	98,710	69,648	274,915	506,726	32,680	10,721	—	12,613	—	
1895.....	22,250	100,555	68,761	286,180	509,213	35,371	11,972	—	13,482	—	
1896.....	22,138	101,032	68,297	293,584	506,515	37,987	12,796	—	14,460	—	
1898.....	21,852	101,203	68,239	304,197	501,495	44,070	—	—	17,648	—	
1900.....	21,289	100,129	67,159	311,253	—	50,460	—	—	21,531	—	
1901.....	20,779	98,410	66,689	314,881	492,534	51,888	—	—	23,615	1,083,000	
1902.....	20,803	99,059	67,425	321,288	490,860	54,056	—	—	23,901	1,095,000	
1903.....	19,956	98,768	65,951	326,133	487,880	57,409	33,191	—	24,499	1,113,837	
1904.....	19,031	96,886	65,278	329,066	484,351	58,574	41,033	—	25,787	1,120,606	
1905.....	19,272	100,252	66,897	335,768	487,635	63,287	25,191	24,254	27,354	1,149,909	
1906.....	18,986	100,336	66,635	341,808	492,544	64,123	31,275	28,784	28,522	1,173,009	
1907.....	19,036	100,007	66,422	347,614	493,791	67,144	37,622	34,338	30,039	1,196,013	
1908.....	18,012	100,105	66,383	352,944	501,641	71,031	47,086	39,653	33,223	1,230,169	
1909.....	18,073	101,680	67,785	367,012	507,219	73,044	55,116	46,048	36,227	1,272,204	
1910.....	17,932	102,035	68,154	374,547	510,700	76,247	65,392	55,307	39,670	1,310,117	
1911.....	17,397	102,910	68,951	389,123	518,605	80,848	72,260	61,660	49,451	1,556,879	
1912.....	17,078	103,984	69,199	400,036	526,951	—	81,896	70,414	50,170	1,401,992	
1913.....	17,555	105,269	69,663	411,784	542,822	83,679	101,463	79,909	57,384	1,469,752	
1914.....	19,069	106,351	70,622	435,895	561,927	93,954	113,985	89,910	61,957	1,552,976	
1915.....	18,402	107,768	72,013	448,087	569,030	100,963	122,862	97,286	64,264	1,601,035	
1916.....	18,362	109,189	73,007	464,447	560,340	103,796	129,439	99,201	64,570	1,622,351	
1917.....	18,190	109,032	71,981	463,390	561,865	106,588	142,617	107,727	65,118	1,646,508	
1918.....	17,861	108,097	71,782	467,508	564,655	109,925	151,326	111,109	67,516	1,669,776	
1919.....	17,587	106,982	71,029	486,201	584,724	114,662	164,219	121,567	72,006	1,738,977	
1920.....	17,354	108,096	72,988	495,887	604,923	123,452	174,925	135,750	79,243	1,812,618	
1921.....	17,610	109,483	73,712	512,651	632,123	129,016	184,871	124,328 ³	85,960	1,869,643	
1922.....	18,323	114,229	77,774	—	—	136,876	183,935	142,902	91,919	—	

Boys—Garçons

1901.....	11,319	49,768	30,870	153,801	247,351	—	—	—	12,069	505,178
1902.....	11,271	50,247	30,767	156,304	244,509	—	—	—	12,254	505,352
1903.....	10,845	49,789	30,172	158,987	242,618	—	—	—	12,559	504,970
1904.....	10,259	48,536	29,892	160,014	240,674	—	—	—	13,330	502,705
1905.....	10,427	50,465	30,854	162,982	242,061	—	—	—	14,104	510,892
1906.....	10,196	50,198	30,913	166,967	243,572	—	16,376	14,701	14,524	547,447
1907.....	10,213	49,849	30,289	170,193	243,593	—	19,454	17,707	15,247	559,545
1908.....	9,449	49,906	30,600	171,471	248,032	—	24,773	19,516	17,111	570,858
1909.....	9,578	50,758	31,489	179,146	250,652	—	28,930	23,701	18,659	592,913
1910.....	9,573	50,918	31,933	182,431	250,327	—	34,084	28,406	20,351	608,023
1911.....	9,152	50,985	31,871	189,116	253,220	—	37,692	31,753	23,162	628,951
1912.....	8,995	51,498	32,062	193,263	256,532	—	42,389	36,717	25,734	647,181
1913.....	9,186	52,105	31,924	198,492	263,154	—	52,679	41,449	29,544	693,284
1914.....	9,514	52,656	32,224	210,937	271,677	—	59,340	46,769	31,800	715,027
1915.....	9,714	53,949	33,437	217,660	278,508	—	63,710	50,140	33,059	739,877
1916.....	9,565	53,644	33,089	225,425	273,676	—	66,497	50,375	32,874	745,445
1917.....	9,291	53,560	32,025	233,362	280,597	—	72,691	54,446	32,480	758,457
1918.....	9,101	52,791	31,858	224,248	281,462	—	76,896	56,011	33,540	765,842
1919.....	8,882	52,491	31,784	233,834	292,310	56,884	83,916	61,206	35,954	857,261
1920.....	8,842	53,179	32,015	239,648	302,837	—	88,992	68,045	39,772	833,381
1921.....	8,913	54,355	33,615	245,544	318,350	—	93,043	62,957 ³	43,442	864,119
1922.....	9,273	57,028	35,431	—	—	—	93,644	72,093	46,833	—

¹Common School System formed—écoles élémentaires organisées.²Free School System established—écoles libres établies.³Half year only—n'y compris que les chiffres de six mois.

4.—Historical Summary of Enrolment in Schools in Canada by Provinces, 1821 to 1922—Concluded

4.—Relevé rétrospectif des élèves des écoles canadiennes, par provinces, 1821 à 1922—fin

GIRLS—FILLES

Year — Année	P.E.I. I.P.-E.	N.S. N.-E.	N.B. ³ N.-B.	Quebec Québec	Ontario	Manitoba	Sask.	Alberta	B.C. — C.-B.	Nine Provinces — Neuf provinces
1901.....	9,460	48,642	29,550	161,080	233,778	—	—	—	11,546	494,056
1902.....	9,532	48,812	29,710	164,984	234,151	—	—	—	11,647	498,836
1903.....	9,111	48,979	29,141	167,206	233,382	—	—	—	11,940	499,759
1904.....	8,772	48,350	28,867	169,652	232,016	—	—	—	12,457	500,114
1905.....	8,845	49,787	29,546	172,736	233,094	—	—	—	13,250	507,308
1906.....	8,790	50,134	29,768	174,841	234,812	—	14,899	14,083	13,993	541,325
1907.....	8,823	50,153	29,262	177,421	234,956	—	15,188	16,631	14,692	549,111
1908.....	8,563	50,199	29,795	181,473	237,101	—	22,313	20,137	16,132	565,693
1909.....	8,495	50,922	30,448	187,366	238,751	—	26,136	22,347	17,568	582,533
1910.....	8,359	51,117	31,061	192,116	241,430	—	31,308	26,901	19,819	601,611
1911.....	8,245	51,925	31,202	200,007	244,708	—	34,568	29,907	21,733	622,345
1912.....	8,083	52,486	31,502	206,773	258,857	—	39,516	34,327	24,234	655,778
1913.....	8,369	53,164	31,656	213,292	256,379	—	48,734	38,460	27,840	663,197
1914.....	8,555	53,695	32,066	224,958	264,696	—	54,645	43,141	30,067	711,823
1915.....	8,638	54,119	33,068	230,427	271,792	—	59,152	47,146	31,205	735,617
1916.....	8,797	55,245	33,459	239,032	269,214	—	62,942	48,826	31,696	749,211
1917.....	8,899	55,472	32,751	240,028	281,268	—	69,926	53,281	32,633	774,263
1918.....	8,760	55,361	32,990	243,260	283,193	57,778	74,430	55,098	33,976	787,068
1919.....	8,705	54,491	33,136	252,367	292,414	—	80,303	60,361	36,052	875,607
1920.....	8,512	54,917	33,035	256,233	302,036	—	85,932	67,705	39,471	847,847
1921.....	8,597	55,128	34,477	264,107	313,773	—	90,928	61,371 ³	42,508	870,889
1922.....	9,050	57,201	35,915	—	—	—	90,291	70,809	45,036	—

³Second term—2ème terme.

5.—Nova Scotia Schools: Attendance of pupils, 1904-1922

5.—Ecoles de la Nouvelle-Ecosse: assiduité des élèves, 1904-1922

Year—Année	Number of Pupls Attending — Nombre d'élèves fréquentant						Total
	Less than 20 days — Moins de 20 jours	20 to 49 days — 20-49 jours	50 to 99 days — 50-99 jours	100 to 149 days — 100-149 jours	150 to 199 days — 150-199 jours	200 days and over — 200 jours ou plus	
1904.....	7,778	14,197	18,983	22,256	30,107	3,565	96,866
1905.....	7,547	13,725	18,780	22,263	33,741	4,196	100,252
1906.....	7,117	12,968	17,588	21,218	36,821	4,620	100,332
1907.....	7,667	13,961	19,225	23,481	33,061	2,612	100,007
1908.....	7,064	13,168	17,569	20,951	34,930	6,423	100,105
1909.....	6,676	12,612	18,306	23,531	39,141	1,414	101,680
1910.....	6,583	12,253	18,417	23,141	49,136	1,505	102,035
1911.....	7,188	13,617	18,256	23,777	37,194	1,878	102,910
1912.....	6,804	12,351	18,043	23,065	41,102	2,619	103,984
1913.....	6,421	12,006	17,569	23,460	43,418	2,405	105,269
1914.....	6,724	12,012	17,147	22,909	45,504	2,055	106,351
1915.....	5,892	10,679	15,672	21,655	48,881	4,989	107,768
1916.....	6,170	11,777	18,121	24,572	45,897	2,652	109,189
1917.....	5,941	11,577	16,323	23,546	48,435	3,210	109,032
1918.....	6,397	12,135	19,717	26,272	42,127	1,449	109,097
1919.....	7,545	13,646	20,745	36,168	27,675	203	106,982
1920.....	6,263	11,817	18,020	25,719	44,755	1,522	108,096
1921.....	4,903	9,970	15,420	22,570	52,551	4,069	109,483
1922.....	4,472	9,343	14,642	22,862	53,212	4,698	114,229

6.—Manitoba Schools: Attendance of Pupils, 1917-1922

6.—Ecoles de Manitoba: assiduité des élèves, 1917-1922

Year—Année	Number of pupils who attended—Nombre d'élèves fréquentant						Total
	Less than 50 days — Moins de 50 jours	51-100 days — 51-100 jours	101-150 days — 101-150 jours	151-175 days — 151-175 jours	176-200 days — 176-200 jours	200 days and over — 200 jours ou plus	
1917.....	17,861	16,387	21,547	18,651	27,990	4,152	106,588
1918.....	17,431	18,068	22,206	18,693	31,069	2,408	109,925
1919.....	24,040	24,422	46,373	15,732	2,734	349	114,197
1920.....	23,739	21,727	27,362	22,131	27,850	643	123,452
1921.....	19,408	18,439	24,979	24,636	39,279	2,274	129,015
1922.....	20,402	16,480	25,254	25,579	46,428	2,733	136,876

DOMINION BUREAU OF STATISTICS

7.—Saskatchewan Schools: Attendance of Pupils, 1906-1922

7.—Ecoles de la Saskatchewan: assiduité des élèves, 1906-1922

Year—Année	Number of pupils who attended—Nombre d'élèves fréquentant						Total
	Less than 20 days	20 to 50 days	51 to 100 days	101 to 150 days	151 to 200 days	More than 200 days	
	Moins de 20 jours	20-50 jours	51-100 jours	101-150 jours	151-200 jours	200 jours ou plus	
1906.....	3,669	6,450	9,064	6,550	4,973	569	31,275
1907.....	4,086	7,089	11,475	8,294	6,050	628	37,622
1908.....	4,535	8,698	13,861	9,836	9,019	1,137	47,086
1909.....	6,110	10,308	15,808	11,347	9,327	1,069	53,969
1910.....	6,715	12,449	18,510	13,785	11,180	1,325	63,964
1911.....	7,486	13,145	20,628	15,397	11,825	1,004	69,485
1912.....	8,537	14,875	23,567	17,804	14,204	895	79,882
1913.....	10,310	17,621	27,471	23,161	19,381	1,165	99,109
1914.....	9,906	17,552	28,659	26,379	26,508	2,055	111,059
1915.....	8,930	16,525	29,591	29,064	30,529	4,040	119,279
1916.....	11,124	20,254	35,241	31,367	25,992	1,612	125,590
1917.....	6,269	21,158	37,952	35,234	31,694	6,424	138,731
1918.....	11,171	23,592	42,478	50,907	15,950	134	147,232
1919.....	9,497	20,199	38,785	42,445	46,121	2,421	159,468
1920.....	10,014	19,873	38,766	45,479	52,424	2,452	169,008

Year—Année	Number of pupils who attended—Nombre d'élèves fréquentant											Total
	Less than 20 days	20 to 49 days	50 to 59 days	60 to 79 days	80 to 99 days	100 to 119 days	120 to 139 days	140 to 159 days	160 to 179 days	180 to 199 days	More than 200 days	
	Moins de 20 jours	20-49 jours	50-59 jours	60-79 jours	80-99 jours	100-119 jours	120-139 jours	140-159 jours	160-179 jours	180-199 jours	200 jours ou plus	
1921.....	8,822	11,343	12,761	14,906	14,393	18,046	17,656	19,411	26,141	29,694	4,735	177,908

8.—Alberta Schools: Attendance of Pupils, 1910-1922

8.—Ecoles de l'Alberta: assiduité des élèves, 1910-1922

Year—Année	Number of Pupils Attending—Nombre d'élèves fréquentant						Total
	Less than 20 days	20 to 50 days	51 to 100 days	101 to 150 days	151 to 200 days	Over 200 days	
	Moins de 20 jours	20-50 jours	51-100 jours	101-150 jours	151-200 jours	200 jours ou plus	
1910.....	5,385	10,818	15,536	10,989	11,938	641	55,307
1911.....	5,986	11,474	17,595	12,637	13,253	715	61,660
1912.....	6,002	12,060	20,456	15,238	16,578	710	71,044
1913.....	6,018	12,814	21,383	17,503	21,358	833	79,909
1914.....	5,884	12,489	22,711	19,500	28,201	1,125	89,910
1915.....	5,394	12,594	23,325	21,038	32,635	2,300	97,286
1916.....	6,679	13,403	25,502	22,034	30,747	836	99,201
1917.....	7,094	14,860	26,973	24,581	33,765	454	107,727
1918.....	9,253	21,641	29,427	42,746	8,000	42	111,109
1919.....	7,008	16,392	31,343	28,550	37,711	563	121,567
1920.....	8,319	17,475	34,847	32,304	42,447	358	135,750

Year—Année	Number of Pupils Attending—Nombre d'élèves fréquentant											Total
	Less than 20 days	20 to 40 days	41 to 60 days	61 to 80 days	81 to 100 days	101 to 120 days	121 to 140 days	141 to 159 days	160 to 179 days	180 to 199 days	200 days and over	
	Moins de 20 jours	20-40 jours	41-60 jours	61-80 jours	81-100 jours	101-120 jours	121-140 jours	141-159 jours	160-179 jours	180-199 jours	200 jours ou plus	
1921 ¹	6,484	14,616	16,699	14,953	23,240	47,230	1,106	—	—	—	—	124,328
1922.....	5,637	9,803	10,343	8,240	8,932	10,203	10,719	14,832	24,199	37,104	2,890	142,902

¹Second term only. Septembre à juin.

9.—Historical Summary of Average Daily Attendance in Publicly Controlled Schools in Canada by Provinces, 1866-1922

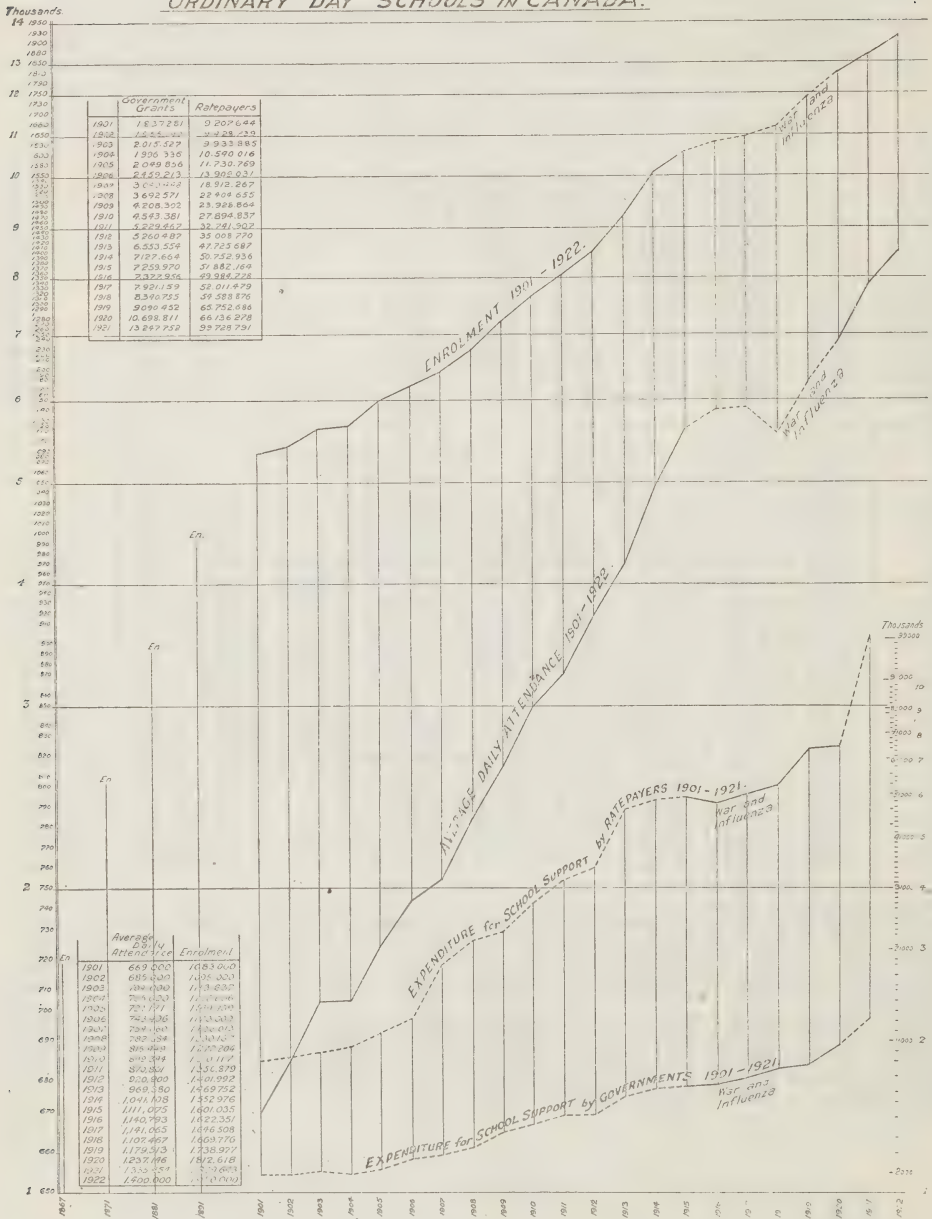
9.—Relevé rétrospectif des moyennes de présence des écoles canadiennes, par provinces, 1866-1922

Year Année	Average Daily Attendance—Moyenne de présence									
	P.E.I.	N.S.	N.B. ¹	Quebec	Ontario	Manitoba	Sask.	Alberta	B.C.	Nine Provinces
	I.P.-E.	N.-E.	N.-B.	Québec					C.-B.	Neuf provinces
1866.....	-	29,239	-	-	-	-	-	-	-	-
1867.....	-	36,943	-	-	-	-	-	-	-	-
1868.....	-	39,781	-	-	-	-	-	-	-	-
1871.....	-	43,612	-	-	-	-	-	-	-	-
1872.....	-	40,806	-	-	-	-	-	-	-	-
1873.....	-	41,392	-	-	-	-	-	-	575	-
1876.....	-	45,373	-	-	217,202	-	-	-	984	-
1878.....	-	43,951	-	-	230,586	-	-	-	1,396	-
1881.....	-	43,401	36,688	-	222,534	-	-	-	1,367	-
1883.....	-	45,650	-	-	222,015	6,151	-	-	1,383	-
1886.....	12,612	57,142	-	-	247,842	8,611	-	-	2,481	-
1887.....	12,325	50,055	-	190,857	255,379	9,715	-	-	2,873	-
1888.....	12,248	48,707	-	192,045	256,253	9,856	-	-	3,093	-
1890.....	12,490	49,620	-	202,360	262,744	11,627	-	-	4,334	-
1891.....	12,898	49,347	-	-	-	12,433	-	-	6,135	-
1892.....	12,986	50,975	-	205,623	-	12,976	-	-	6,227	-
1893.....	12,960	-	-	206,487	-	14,180	-	-	7,111	-
1894.....	12,849	51,153	-	206,143	-	16,260	-	-	7,786	-
1895.....	13,250	54,007	-	221,168	-	19,516	-	-	8,610	-
1896.....	13,412	54,016	-	220,969	-	20,247	-	-	9,254	-
1897.....	12,978	54,922	-	222,322	-	21,500	-	-	10,000	-
1898.....	13,377	57,771	-	227,016	-	24,958	-	-	11,056	-
1899.....	12,941	55,920	-	-	-	25,458	-	-	12,304	-
1900.....	13,167	-	-	-	-	27,870	-	-	13,438	-
1901.....	12,330	53,643	37,473	232,255	275,234	27,550	-	-	15,335	669,000
1902.....	12,584	55,438	38,657	236,924	275,970	28,306	-	-	15,808	635,000
1903.....	12,112	55,213	38,032	243,123	275,385	36,479	16,321	-	16,627	704,000
1904.....	11,722	54,000	37,567	246,319	273,815	31,326	20,918	-	17,071	705,000
1905.....	11,627	56,342	39,402	255,420	281,674	33,794	13,493	13,375	18,871	724,171
1906.....	11,903	59,165	38,482	263,111	285,330	34,947	15,770	14,782	19,809	743,496
1907.....	11,543	57,173	38,790	266,510	284,998	37,279	19,841	17,310	20,459	754,060
1908.....	11,647	58,343	40,202	271,019	292,052	40,691	26,081	18,923	23,473	782,584
1909.....	11,543	61,787	42,501	285,729	295,352	41,405	28,998	22,225	25,662	815,449
1910.....	11,632	65,630	42,596	293,035	299,747	43,885	34,517	29,611	28,423	849,344
1911.....	10,511	61,250	42,791	301,678	305,648	45,303	38,278	32,556	32,517	870,801
1912.....	10,916	63,640	43,685	314,520	315,255	-	49,329	39,226	37,384	920,900
1913.....	11,003	65,686	44,375	324,447	330,474	48,163	56,005	45,888	43,072	969,380
1914.....	11,170	66,599	44,534	344,547	346,509	58,778	65,009	54,582	49,090	1,041,108
1915.....	11,694	70,361	47,889	360,897	365,959	68,250	72,113	61,112	52,494	1,111,075
1916.....	11,347	69,227	48,069	373,364	355,364	66,561	71,522	60,271	50,880	1,140,793
1917.....	11,319	70,118	46,860	367,468	369,081	69,209	88,758	65,374	52,577	1,141,065
1918.....	11,334	67,923	46,515	369,057	328,197	69,968	91,010	68,489	54,748	1,107,467
1919.....	10,908	65,906	45,797	365,803	388,768	72,072	98,791	74,776	56,692	1,179,513
1920.....	10,991	66,442	46,950	372,377	396,141	88,563	101,355	82,417	59,791	1,237,146
1921.....	11,446	73,238	49,655	397,172	446,396	86,137	113,412	89,401	68,597	1,335,454
1922.....	12,338	79,410	51,590	-	-	95,433	119,041	100,515	75,528	1,400,000

¹These figures are for the second term only, as figures for the whole year have not been available. Hereafter it will be possible to give the average daily attendance for the whole year. During the whole school year of 1923 the attendance of 75,677 pupils in New Brunswick was as follows: 2,620 attended less than 20 days; 4,712 attended 20 to 39 days; 4,590 attended 40 to 59 days; 5,019 attended 60 to 79 days; 5,026 attended 80 to 99 days; 6,089 attended 100 to 119 days; 5,937 attended 120 to 139 days; 8,372 attended 140 to 159 days; 12,612 attended 160 to 179 days; 19,129 attended 180 to 199 days; and 1,571 attended 200 days or more. The approximate median number of days attended in 1923, therefore, was 149 days.

Ces chiffres sont pour le deuxième terme seulement, parce que les données pour l'arrivée entière n'existent pas. Dorénavant, il sera possible de donner la moyenne de fréquentation quotidienne pour toute l'année. Pendant l'année scolaire 1923, la fréquentation des 75,677 écoliers du Nouveau-Brunswick a été comme suit: 2,620 moins que 20 jours; 4,712 de 20 à 39 jours; 4,590 de 40 à 59 jours; 5,019 de 60 à 79 jours; 5,026 de 80 à 99 jours; 6,089 de 100 à 119 jours; 5,937 de 120 à 139 jours; 8,372 de 140 à 159 jours; 12,612 de 160 à 179 jours; 19,129 de 180 à 199 jours et 1,571, 200 jours ou plus. La moyenne approximative de fréquentation en 1923 a donc été de 149 jours.

ORDINARY DAY SCHOOLS IN CANADA.



Note.—The above ratio chart purposes to illustrate the convergence of enrolment and average attendance from year to year. The convergence should mean gradual elimination of waste. It also shows the divergence between expenditure by governments and ratepayers, this divergence probably represents increase of public interest in education.

Ce graphique montre la tendance au rapprochement entre le coefficient de inscription et celui de la fréquentation moyenne. Ce rapprochement signifie une moindre perte de temps. Il montre aussi l'écart grandissant entre les dépenses des gouvernements et celles des contribuables. Cet écart représente probablement une augmentation d'intérêt dans l'instruction de la part du public.

2.—DISTRIBUTION OF PUPILS BY AGES AND GRADES
2.—RÉPARTITION DES ÉLÈVES PAR DEGRÉS

10.—Comparative Table of the Distribution of Pupils, by Grades in Publicly Controlled Schools in the Different Provinces during the Year 1922, or the latest year reported.

[illegible]

¹Including 120 unclassified.—Y compris 120 non indiqués. ²P. W. C.—Prince of Wales College. ³The positions of the figures for these schools do not indicate comparability with the figures of other provinces. La position de ces chiffres n'indique pas qu'ils peuvent être comparés à ceux des autres provinces.

11.—Distribution of Pupils by Grades in the different Provinces in the types of Schools reported by each Province.

11.—Répartition des élèves des différentes provinces, par degré selon les types d'écoles de chaque province.

				Grade—Degré					
		K.	K.P.	I	II	III	IV	V	VI
1	Nova Scotia: Halifax City, Boys.....		721	788	780	694	692	637	458
2	Girls.....		719	673	677	623	606	679	475
3	Whole Province, Boys.....		4,633	11,195	7,390	6,861	6,000	5,765	4,518
4	Girls.....		4,373	9,926	6,626	6,211	5,618	5,524	4,624
5	New Brunswick: 1st Term.....		16,757	-	11,421	11,579	10,587	8,514	3,507
6	2nd Term.....		15,747	-	11,750	11,943	11,228	9,362	3,488
7	Ontario: Public School: Rural.....	-	1,724	52,706	29,078	40,993	-	44,274	-
8	City.....	14,081	4,953	33,649	23,897	8,702	25,778	22,051	19,334
9	Town.....	867	2,000	15,373	10,122	6,325	7,343	8,075	6,870
10	Village.....	-	268	5,135	3,457	2,286	2,286	2,696	2,277
11	Total.....	14,948	8,945	106,863	66,554	93,713	-	105,577	-
12	R. C. Separate: Rural.....	-	443	7,341	3,308	3,324	-	2,934	-
13	City.....	-	947	9,687	6,387	7,623	-	7,893	-
14	Town.....	-	676	6,065	3,576	4,027	-	3,772	-
15	Village.....	-	-	356	307	303	-	335	-
16	Total.....	-	2,066	23,449	13,578	15,277	-	14,934	-
17	Continuation.....	-	-	-	-	-	-	-	-
18	High School.....	-	-	-	-	-	-	-	-
19	Collegiate Institute.....	-	-	-	-	-	-	-	-
20	Total.....	14,948	11,011	130,312	80,132	108,990	-	120,511	-
21	Manitoba: Winnipeg.....		95	6,462	5,615	5,267	4,570	4,065	3,474
22	Whole Province.....		32,251	-	19,338	18,225	16,845	13,858	10,860
23	Saskatchewan: Elementary Schools:								
24	Rural.....		31,317	-	13,069	15,021	15,767	10,987	8,275
25	Village.....		7,867	-	3,560	4,077	3,859	2,865	2,376
26	Town.....		598	3,727	2,556	2,651	2,403	1,879	1,737
27	City.....		1,379	4,885	3,151	2,770	2,445	2,233	1,815
28	Total.....		1,977	47,796	22,336	24,519	24,474	17,964	14,203
29	Secondary Schools.....		-	-	-	-	-	-	-
30	Alberta: Graded Schools.....		2,698	12,205	9,980	9,728	8,373	7,045	6,515
31	Ungraded Schools.....		-	17,694	8,170	9,162	8,360	6,586	5,996
32	Total.....		2,698	29,899	18,150	18,890	16,733	13,631	12,511
33	British Columbia: City Schools.....		6,418	6,869	6,995	-	-	11,296	-
34	Rural Municipal.....		4,076	4,122	4,209	-	-	6,622	-
35	Rural and Assisted..		3,220	-	3,463	3,216	-	4,295	-
36	Total (Elementary).....		13,714	-	14,454	14,420	-	22,213	-
37	High Schools.....		-	-	-	-	-	-	-

Quebec		Kindergarten — Ecoles Maternelles		Elementary Grades — Degrés élémentaires			
Roman Catholic Primary Schools		1st year — 1ère année	2nd year — 2ème année	3rd year — 3ème année	4th year — 4ème année		
38	Elementary.....	6,449	89,146	54,612	41,962	21,399	
39	Model.....	12,645	26,549	23,521	19,189	13,309	
40	Academies.....	13,132	20,707	19,100	18,402	14,847	
41	Total.....	32,226	136,402	97,233	79,553	49,555	

Protestant Schools:		Kindergarten — Ecoles maternelles		Elementary Grades — Degrés élémentaires						
		1st year — 1ère année	2nd year — 2ème année	3rd year — 3ème année	4th year — 4ème année	5th year — 5ème année	6th year — 6ème année	7th year — 7ème année		
42	Elementary.....	439	11,734	6,545	6,561	5,915	4,283	2,986		
43	Intermediate.....	21	855	421	521	437	358	371		
44	High Schools.....	83	1,702	898	941	1,017	1,080	1,116		
45	Total.....	543	14,291	8,189	7,937	8,099	5,721	4,473		

K.—Kindergarten.—Ecole maternelle.

K.P.—Kindergarten Primary.—Ecole maternelle primaire.

12.—Ages of pupils enrolled in Schools in Seven Provinces in Canada, 1922 or latest year reported.
12.—Âge de la population scolaire dans sept provinces du Canada, chiffres de 1922 ou du dernier rapport.

No.	Province or part of Province	No. of Pupils enrolled whose age was									
		Under 5 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.
		Moins de 5 ans	5 ans	6 ans	7 ans	8 ans	9 ans	10 ans	11 ans	12 ans	13 ans
1	Nova Scotia: Halifax City...	168	652	1,024	1,159	1,097	1,104	1,136	1,068	1,135	1,004
2	Whole province	1,392	6,530	10,312	11,481	11,905	11,676	11,660	11,135	10,613	9,706
3	New Brunswick: Urban.....			3,372	3,957	4,108	4,159	4,056	3,835	3,984	3,620
4	Whole province			7,309	7,852	8,317	8,340	8,286	7,492	7,805	6,895
	Québec: Roman Catholic primary schools—										
5	Boys.....		54,672					168,165			
6	Girls.....		53,507					167,898			
	Protestant Schools—										
7	Boys.....		7,127					25,233			
8	Girls.....		6,917					24,685			
9	Total primary schools		122,223					385,981			
10	Roman Catholic class- ical colleges (1922)										
11	Protestant high schools 1922.....		88					2,618			
12	Protestant academies		911					5,353			
	Ontario:—										
13	Public schools: Rural.....										
14	City.....	666	12,870	19,815	21,530	20,784	19,728	19,367	18,191	18,108	17,728
15	Town.....	148	2,639	6,685	7,873	7,794	7,884	7,661	7,464	7,359	7,084
16	Village.....		566	1,980	2,559	2,701	2,601	2,718	2,553	2,417	2,301
17	Total urban public.....	814	16,075	28,480	31,962	31,279	30,213	29,746	28,208	27,884	27,113
18	Continuation schools 1921.....								1	10	132
19	Collegiate institutes and high schools.....							3	35	461	2,558
20	Manitoba ^a	15	35	11,039	15,205	15,676	15,065	14,785	13,488	13,040	12,414
	Saskatchewan:—										
21	Rural.....	108	1,853	7,654	12,985	13,013	12,517	12,267	11,119	10,692	9,890
22	City.....		586	2,314	2,969	2,995	2,533	2,318	2,099	1,996	1,609
23	Town.....		158	1,593	2,245	2,256	2,192	2,031	1,897	1,781	1,729
24	Village.....	22	581	2,560	3,678	3,524	3,417	3,255	2,927	2,814	2,570
25	Collegiate institutes and high schools.....							1	11	76	485
26	Total.....	130	3,178	14,121	21,877	21,788	20,659	19,872	18,053	17,359	16,283
27	Alberta:—		565	4,837	8,096	8,112	7,926	7,285	6,983	6,704	6,573
28	Boys.....		484	4,575	7,739	8,009	7,728	7,307	7,004	6,686	5,905
29	Total.....	1,049		9,412	15,835	16,211	15,654	14,592	13,987	13,390	12,478

13.—Public and Private Schools in Canada: Distribution of 918,303 Pupils by Age and Grade, 1922
13.—Écoles publiques et privées au Canada: Répartition de 918,303 élèves par âge et par degrés, en 1922

Age	Elementary Grades — Degrés élémentaires									Secondary Grades — Degrés secondaires				Total		
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elémén- taires	Second- ary — Se- condaires	Total
4 ³	—	130	—	—	—	—	—	—	—	—	—	—	—	130	—	130
5.....	814	7,040	31	3	5	—	—	—	—	—	—	—	—	7,893	—	7,893
6.....	9,875	42,571	1,222	89	15	2	5	—	—	—	—	—	—	53,779	—	53,779
7.....	3,961	70,328	13,212	2,051	153	11	4	—	—	—	—	—	—	89,720	—	89,720
8.....	298	47,885	33,859	12,291	2,996	188	6	1	—	—	—	—	—	97,524	—	97,524
9.....	—	20,698	30,606	25,242	15,641	2,389	248	13	3	—	—	—	—	94,838	—	94,838
10.....	—	8,776	16,801	22,994	28,305	11,985	2,472	283	42	6	—	—	—	91,658	6	91,658
11.....	—	3,822	7,983	13,854	24,888	23,577	10,630	2,489	608	75	—	—	—	87,851	75	87,826
12.....	—	2,651	3,851	7,600	15,616	22,246	19,398	9,031	3,534	963	61	3	—	83,827	1,027	84,854
13.....	—	1,221	1,998	4,354	9,216	15,224	19,184	15,930	11,487	5,160	668	33	1	78,614	5,862	84,476
Total 7-13.....	4,259	154,781	108,310	88,386	96,815	75,620	52,440	27,747	15,674	6,204	729	36	1	624,032	6,970	631,002
14.....	—	755	957	2,174	5,108	8,849	13,339	15,599	20,251	11,715	3,381	253	12	67,032	15,361	82,393
15.....	—	185	415	858	1,993	4,002	6,950	9,416	18,587	13,008	7,614	1,446	102	42,406	22,170	64,576
16.....	—	85	170	273	605	1,166	2,341	3,678	10,070	8,510	8,677	3,907	496	18,388	21,590	39,978
Total 14-16.....	—	1,025	1,542	3,305	7,706	14,017	22,630	28,693	48,908	33,233	19,672	5,606	610	127,826	59,121	186,947
17 ⁴	—	55	74	98	259	404	825	1,337	4,953	4,951	8,764	13,167	3,664	8,010	30,546	38,556
Total.....	14,948	205,602	111,179	91,881	104,800	90,043	75,900	57,777	69,540	44,388	29,165	18,809	4,275	821,670	96,637	918,307

³Including 120 not classified.

⁴This province has furnished statistics of ages by single years since 1917. In that year there were 26,063 in attendance who were over the age of 13; in 1918, 27,380; in 1921, 32,994; in 1922, 37,043.

⁴4 years and less—4 ans ou moins. ⁴17 years and over—17 ans ou plus.

12.—Ages of pupils enrolled in Schools in Seven Provinces in Canada, 1922 or latest year reported.
12.—Âge de la population scolaire dans sept provinces du Canada chiffres, de 1922 ou du dernier rapport

Nombre d'élèves inscrits âgés de									Total	Province ou partie de province	No.
14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over				
14 ans	15 ans	16 ans	17 ans	18 ans	19 ans	20 ans	21 ans ou plus				
934	600	.....	538	.....	.....	.....	.....	11,619	Nouvelle-Ecosse—Cité d'Halifax.	1
7,858	5,240	.....	4,721	.....	.....	.....	.....	114,229	Province entière.	2
3,043	2,415	1,554	667	210	44	13	10	39,047	Nouveau-Brunswick—Urbains.	3	
5,554	3,916	2,032	997	319	87	23	20	75,514	Province entière.	4	
									Québec—Ecoles élémentaires catho- liques—		
39,646		31,775	.....	.....	.....	.....	.....	294,258	Garçons.	5
38,622		29,824	.....	.....	.....	.....	.....	289,851	Filles	6
									Ecoles protestantes—		
4,957		3,781	.....	.....	.....	.....	.....	41,098	Garçons	7
4,796		3,104	.....	.....	.....	.....	.....	39,502	Filles	8
88,021		63,484	.....	.....	.....	.....	.....	664,709	Total, écoles primaires.	9
									Collèges classiques catho- liques, 1922	10	
2,895		2,329	.....	.....	1,470	.....	.....	9,321	"High schools" protestantes,	11
1,893		774	.....	.....	151	.....	.....	4,528	1922	
1,813		862	.....	.....	172	.....	.....	9,111	Académies protestantes, 1921.	12
.....	.....	.....	.....	.....	.....	.....	.....	215,585	Ontario—	
13,006	5,818	1,922	460	80	9	.....	.....	190,082	Ecoles publiques, rurales,	13
5,085	2,697	988	253	37	1	.....	.....	71,652	des cités	14
1,783	1,015	540	149	34	.....	.....	.....	23,917	des villes.	15
19,874	9,530	3,450	862	151	10	.....	.....	285,651	des villages.	16
									Total, écoles urbaines publi- ques.	17	
1,257	1,737	1,769	1,131	577	228	76	52	7,505	Ecoles primaires supérieures, 1921	18	
6,306	8,800	8,728	6,206	3,721	1,589	646	334	39,405	Instituts Collégiaux et "high schools"	19	
10,640	6,882	3,841	1,857	829	296	284	.....	136,876	Manitoba ²	20
									Saskatchewan—		
7,635	3,739	1,510	577	235	94	32	32	106,072	Ecoles rurales	21	
1,145	534	159	47	17	10	3	4	21,338	des cités	22	
1,448	1,096	718	463	218	82	34	32	19,973	des villes	23	
2,266	1,463	1,005	485	225	67	36	30	30,925	des villages	24	
									Instituts Collégiaux et "high schools"	25	
854	1,142	1,072	852	534	272	118	210	5,627	Total	26	
13,348	7,974	4,464	2,424	1,229	525	223	308	183,935	Alberta—Garçons	27	
5,987	4,663	2,384	1,125	464	186	75	128	72,093	Filles	28	
5,756	4,336	2,650	1,437	633	243	106	112	70,809	Total	29	
11,743	8,999	5,043	2,562	1,097	429	181	240	142,902			

14.—Private Schools in Canada: Distribution of 4,960 Pupils by Age and Grade in a selected list of 26 schools
14.—Écoles privées au Canada: Répartition de 4,960 élèves par âge et par degrés dans 26 écoles choisies, 1921-22

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Spe- cial —	Total
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
5 ⁵	25	30	—	—	—	—	—	—	—	—	—	—	—	55
6.....	34	54	3	—	—	—	—	—	—	—	—	—	—	91
7.....	17	85	52	8	2	—	—	—	—	—	—	—	—	164
8.....	1	60	67	55	18	7	1	—	—	—	—	—	—	209
9.....	—	21	33	53	56	52	17	—	—	—	—	—	—	237
10.....	—	9	11	44	46	91	79	12	—	—	—	—	—	292
11.....	—	9	1	24	28	70	75	100	34	4	—	—	—	345
12.....	—	—	1	2	7	43	72	110	88	36	4	—	—	365
13.....	—	—	—	1	1	13	23	91	136	203	44	3	—	527
Total 7-13.....	18	184	170	187	158	276	267	313	258	243	48	3	—	2,139
14.....	—	—	—	—	1	4	15	48	120	217	139	27	—	586
15.....	—	—	—	2	2	1	5	19	53	199	206	106	14	632
16.....	—	—	—	—	—	—	1	5	14	121	211	222	32	650
Total 14-16.....	—	—	—	2	3	5	21	72	187	537	556	355	46	1,868
17 ⁴	—	—	—	—	—	—	—	3	8	54	97	320	146	807
Total.....	77	268	173	189	161	281	288	388	453	834	701	668	192	4,960

¹Y compris 120 non indiqués

²Cette province a fourni des statistiques d'âge par année, depuis 1917. Alors qu'il y avait une fréquentation du 26,063 élèves au-dessus de 13 ans; en 1918, 27,380; en 1921, 32,994; en 1922, 37,043.

⁵5 years or less—5 ans ou moins. ⁴17 years or over—17 ans ou plus.

15.—Nova Scotia Schools: Distribution of Pupils by Age and Grade, 1922
15.—Ecoles de la Nouvelle-Ecosse: Répartition des élèves, par âge et par degré, en 1922

Age ¹	Elementary Grades—Degrés élémentaires								Secondary Grades — Degrés secondaires				Total				
	I ² (a)	I ² (b)	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Com- mer- cial — Com- mer- ciales	Ele- men- tary — Élé- men- taires	Sec- ond- ary — Secon- daires	Total
4 ³ ...	1,162	229	1	—	—	—	—	—	—	—	—	—	—	—	1,392	—	1,392
5...	3,661	2,738	124	7	—	—	—	—	—	—	—	—	—	—	6,530	—	6,530
6...	3,319	5,351	1,451	178	13	—	—	—	—	—	—	—	—	—	10,312	—	10,312
7...	1,562	4,795	3,436	1,443	225	20	—	—	—	—	—	—	—	—	11,481	—	11,481
8...	649	2,950	3,557	3,017	1,416	281	34	1	—	—	—	—	—	—	11,905	—	11,905
9...	281	1,520	2,425	3,181	2,620	1,312	295	38	4	—	—	—	—	—	11,676	—	11,676
10...	114	801	1,443	2,183	2,708	2,661	1,320	369	58	3	—	—	—	—	11,657	3	11,660
11...	85	414	769	1,411	1,956	2,708	2,281	1,158	296	57	—	—	—	—	11,078	57	11,135
12...	37	248	462	857	1,301	2,031	2,145	1,999	1,131	370	31	—	1	—	10,211	402	10,613
13...	17	123	201	459	813	1,280	1,640	1,904	1,893	1,102	245	27	2	—	8,330	1,376	9,706
14...	9	31	87	225	383	710	915	1,270	1,729	1,620	710	164	4	1	5,359	2,498	7,858
15...	3	18	37	84	132	227	392	553	915	1,355	1,056	423	39	6	2,361	2,873	5,240
16 ⁴ ...	5	5	23	27	51	59	120	206	402	893	1,491	1,066	316	57	898	3,766	4,721
Total...	10,904	19,223	14,016	13,072	11,618	11,289	9,142	7,498	6,428	5,400	3,533	1,680	362	64	103,190	10,975	114,226

16.—Manitoba Schools 1921—Ecoles du Manitoba en 1921

5 ³ ...	351	897	12	1	—	—	—	—	—	—	—	—	—	—	—	1,261	—	1,261
6...	979	5,870	186	12	1	—	—	—	—	—	—	—	—	—	—	7,048	—	7,048
7...	639	8,325	1,890	333	6	—	—	—	—	—	—	—	—	—	—	11,193	—	11,193
8...	244	6,448	5,424	1,841	238	14	—	—	—	—	—	—	—	—	—	14,239	—	14,239
9...	68	2,431	4,622	4,656	1,566	203	19	—	—	—	—	—	—	—	—	13,565	—	13,565
10...	46	1,111	2,419	4,270	3,873	1,359	231	23	1	—	—	—	—	—	—	13,333	—	13,333
11...	16	465	1,092	2,272	3,840	3,267	1,166	203	59	4	—	—	—	—	—	12,330	4	12,334
12...	15	301	567	1,244	2,384	3,355	2,817	903	451	78	3	2	—	—	—	12,037	83	12,120
13...	11	152	277	705	1,451	2,232	2,750	1,988	1,419	489	47	14	—	—	—	10,985	550	11,535
14...	3	67	148	321	697	1,205	1,683	1,820	2,408	1,234	304	34	—	—	—	8,352	1,572	9,924
15...	—	28	49	111	210	438	713	947	2,235	1,334	730	201	1	—	—	4,731	2,266	6,997
16...	—	8	22	20	63	97	228	358	1,206	756	777	438	17	—	—	2,002	1,988	3,990
17...	—	4	2	10	12	23	45	71	403	254	452	497	30	—	—	570	1,233	1,803
18...	—	1	2	2	5	9	10	12	88	70	158	273	17	—	—	129	518	647
19...	—	—	—	1	1	3	4	3	16	17	32	95	19	—	—	28	163	191
20...	—	1	—	—	3	3	1	1	3	2	9	32	4	—	—	12	47	59
21 ⁴ ...	1	1	—	1	2	2	1	1	3	6	6	37	10	—	—	12	59	71
Total	2,373	26,110	16,712	15,800	14,352	12,205	9,668	6,330	8,292	4,244	2,518	1,623	98	111,877	8,483	120,360		

17.—Ontario Urban Public Schools: Distribution of Pupils by Age and Grade, Calendar Year, 1921

17.—Ecoles urbaines de l'Ontario: Répartition des élèves par âge et par degré, année civile, 1921

Age	Elementary Grades—Degrés élémentaires									Secondary Grades		Total			
										Degrés sec.					
	K ⁵	KP ⁶	I	II	III	IV	V	VI	VII	VIII	IX	X	Elémentary — Elémentaires	Secondary — Secondaires	Total
4 ³	814	—	—	—	—	—	—	—	—	—	—	—	814	—	814
5.....	9,875	2,795	3,405	—	—	—	—	—	—	—	—	—	16,075	—	16,075
6.....	3,961	2,895	20,389	1,235	—	—	—	—	—	—	—	—	28,480	—	28,480
7.....	298	1,162	18,493	10,601	716	684	8	—	—	—	—	—	31,962	—	31,962
8.....	—	277	7,455	13,021	4,481	5,496	511	37	1	—	—	—	31,279	—	31,279
9.....	—	92	2,493	7,256	5,347	10,262	4,128	586	46	3	—	—	30,213	—	30,213
10.....	—	—	—	976	3,139	6,615	8,710	8,844	3,622	745	95	—	29,746	—	29,746
11.....	—	—	—	427	1,224	1,689	5,138	8,280	7,189	3,322	935	4	28,204	4	28,208
12.....	—	—	—	258	545	883	2,726	5,586	7,351	6,225	4,278	32	27,852	32	27,884
13.....	—	—	—	261	258	374	1,487	3,260	5,299	6,782	9,185	172	26,905	207	27,113
14.....	—	—	—	—	127	150	624	1,565	2,999	4,527	9,416	368	19,411	463	19,874
15.....	—	—	—	—	70	58	200	488	1,051	1,759	5,389	327	9,015	515	9,530
16.....	—	—	—	—	—	—	80	152	284	481	2,075	156	3,072	378	3,450
17.....	—	—	—	—	—	—	—	—	63	112	490	60	665	197	862
18.....	—	—	—	—	—	—	—	—	—	—	82	24	82	69	151
19 ⁴	—	—	—	—	—	—	—	—	—	—	—	—	10	10	10
Total.....	14,948	7,221	54,157	37,476	17,313	35,407	32,822	28,841	24,000	31,951	1,143	732	283,776	1,875	285,651

¹Age as August 1, 1921—Ages en août 1, 1921.

²(a) Those taking up the work of the grade for the first year—Elèves commençants.

²(b) Those repeating the work of the grade from previous years—Elèves plus d'une année dans le degré.

³Includes earlier ages—Y compris élèves plus jeunes.

⁴Includes later ages—Y compris élèves plus vieux.

⁵K.—Kindergarten—Ecole maternelle.

⁶K.P.—Kindergarten Primary—Ecole maternelle primaire.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

18.—Saskatchewan Schools, Calendar Year, 1921—Ecoles de la Saskatchewan, année civile, 1921

Age	Elementary Grades — Degrés élémentaires									Secondary Grades — Degrés secondaires				Total		
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elé- men- taires	Second- ary — Secon- daires	Total
4 ¹ ...	1	166	3	—	—	—	—	—	—	—	—	—	—	170	—	170
5....	906	2,867	45	3	—	—	—	—	—	—	—	—	—	3,821	—	3,821
6....	576	12,907	797	84	4	1	—	—	—	—	—	—	—	14,369	—	14,369
7....	182	14,852	4,906	1,252	124	9	—	—	—	—	—	—	—	21,327	—	21,327
8....	36	7,838	7,082	5,206	1,427	133	10	1	—	—	—	—	—	21,733	—	21,733
9....	14	3,413	4,447	6,797	4,645	1,068	154	14	3	—	—	—	—	20,555	—	20,555
10....	2	1,609	2,272	4,815	5,990	3,543	940	163	50	2	—	—	—	19,384	2	19,386
11....	4	767	1,160	2,831	5,855	4,437	2,661	825	385	20	3	—	—	17,925	23	17,948
12....	2	468	654	1,633	3,277	3,747	3,591	2,047	1,594	273	24	1	—	17,013	298	17,311
13....	2	287	324	966	2,097	2,776	3,180	2,580	3,327	973	157	20	—	15,539	1,150	16,689
14....	1	139	168	538	1,115	1,610	2,030	2,011	3,636	1,574	538	148	6	11,248	2,266	13,514
15....	—	53	62	154	364	608	865	1,003	2,258	1,346	889	439	26	5,367	2,700	8,067
16....	—	18	29	55	118	216	338	434	1,131	896	780	674	130	2,339	2,480	4,819
17....	—	11	10	22	55	69	89	205	364	375	512	761	200	825	1,848	2,673
18....	—	7	6	5	17	25	33	48	126	157	208	478	183	267	1,026	1,293
19....	—	2	3	2	11	8	10	24	39	43	63	277	115	99	498	597
20....	—	2	1	3	6	2	5	5	11	22	19	92	44	35	177	212
21 ² ...	—	7	2	4	14	2	7	3	16	32	38	140	69	55	279	334
Total	1,726	45,413	21,971	24,370	24,119	18,254	13,915	9,363	12,940	5,713	3,231	3,039	773	172,071	12,747	184,818

19.—Saskatchewan Schools, School Year, 1921-22—Ecoles de la Saskatchewan, Année scolaire, 1921-22

4 ¹ ...	—	130	—	—	—	—	—	—	—	—	—	—	—	130	—	130
5....	594	2,559	18	2	5	—	—	—	—	—	—	—	—	3,178	—	3,178
6....	922	12,619	512	52	13	—	—	—	—	—	—	—	—	14,118	—	14,118
7....	301	16,207	4,251	996	1,072	3	—	—	—	—	—	—	—	21,875	—	21,875
8....	110	8,642	7,182	4,583	1,172	92	4	1	—	—	—	—	—	21,786	—	21,786
9....	14	3,837	5,046	6,794	4,067	798	89	11	3	—	—	—	—	20,659	—	20,659
10....	17	1,916	2,593	5,277	6,320	2,856	750	113	28	2	—	—	—	19,870	2	19,872
11....	4	839	1,257	3,083	5,192	4,534	2,328	554	253	9	—	—	—	18,044	9	18,053
12....	4	488	736	1,814	3,586	4,053	3,779	1,678	1,114	99	10	—	—	17,250	109	17,359
13....	7	299	429	1,083	2,217	2,951	3,484	2,396	2,730	609	70	8	—	15,596	687	16,283
14....	2	153	185	559	1,210	1,742	2,333	2,078	3,430	1,284	316	52	4	11,692	1,656	13,348
15....	2	54	71	172	409	638	1,000	976	2,309	1,366	715	246	16	5,631	2,343	7,974
16....	—	27	26	58	109	208	296	371	1,035	988	775	498	73	2,130	2,334	4,464
17....	—	13	17	11	40	51	97	134	357	438	517	625	123	720	1,703	2,423
18....	—	7	6	14	15	20	27	42	121	192	259	400	127	252	978	1,230
19....	—	5	4	7	8	9	6	11	48	56	64	226	81	98	427	525
20....	—	—	—	3	3	3	3	4	20	15	25	105	42	36	187	223
21 ² ...	—	3	3	1	1	6	7	3	12	63	24	139	46	36	272	308
Total	1,977	47,796	22,335	24,509	24,474	17,964	14,203	8,372	11,460	5,121	2,775	2,299	512	173,191	10,707	183,898

20.—Alberta Schools, 1922—Ecoles de l'Alberta, 1922

5 ¹ ...	351	698	—	—	—	—	—	—	—	—	—	—	—	1,049	—	1,049
6....	1,008	8,089	298	16	1	—	—	—	—	—	—	—	—	9,412	—	9,412
7....	698	10,912	3,710	488	24	3	—	—	—	—	—	—	—	15,835	—	15,835
8....	354	5,311	6,382	3,539	580	44	1	—	—	—	—	—	—	16,211	—	16,211
9....	149	2,563	3,877	5,655	2,853	511	46	—	—	—	—	—	—	15,654	—	15,654
10....	66	1,128	1,875	4,244	4,665	2,071	488	49	6	—	—	—	—	14,592	—	14,592
11....	29	517	949	2,311	3,877	3,729	1,977	489	108	1	—	—	—	13,986	1	13,987
12....	22	279	523	1,272	2,194	3,332	3,400	1,705	606	55	2	—	—	13,332	57	13,390
13....	13	190	267	723	1,300	2,074	3,035	2,830	1,684	316	42	4	—	12,116	362	12,478
14....	8	117	159	408	793	1,148	2,045	2,639	2,876	1,194	287	68	1	10,193	1,550	11,743
15....	—	59	79	171	329	558	1,114	1,440	2,565	1,686	772	212	14	6,315	2,684	8,999
16....	—	27	15	45	83	116	280	505	1,296	1,139	920	539	78	2,367	2,676	5,043
17....	—	3	8	8	21	29	91	140	484	460	643	553	122	784	1,778	2,562
18....	—	3	3	8	9	10	23	25	123	164	261	331	137	204	893	1,097
19....	—	1	2	1	1	3	4	9	28	48	86	148	98	40	380	429
20....	—	1	2	—	—	2	1	9	6	12	34	61	53	21	160	181
21 ² ...	—	1	1	1	3	1	2	3	7	26	54	82	59	19	221	240
Total	2,698	29,899	18,150	18,890	16,733	13,631	12,507	9,843	9,789	5,101	3,101	1,998	562	132,140	10,762	142,902

¹Includes earlier ages—Y compris élèves plus jeunes.²Includes 21 years and over—Y compris 21 ans ou élèves plus vieux.

3.—AGE-GRADE DISTRIBUTION OF PUPILS IN DIFFERENT TYPES OF SCHOOLS

3.—RÉPARTITION DES ÉLÈVES SELON LE TYPE D'ÉCOLE

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

21.—Halifax, Nova Scotia Schools, 1922—Écoles d'Halifax, Nouvelle-Écosse, 1922

Age	Elementary Grades — Degrés élémentaires									Secondary Grades — Degrés secondaires				Commercial Commerciales	Total		
	I(a)	I (b)	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII		Elementary Elémentaires	Secondary Secondaires	Total
4 ¹	167	1	—	—	—	—	—	—	—	—	—	—	—	—	168	—	168
5.....	538	110	4	—	—	—	—	—	—	—	—	—	—	—	652	—	652
6.....	484	418	113	9	—	—	—	—	—	—	—	—	—	—	1,024	—	1,024
7.....	186	458	397	103	12	3	—	—	—	—	—	—	—	—	1,159	—	1,159
8.....	50	231	394	286	119	16	1	—	—	—	—	—	—	—	1,097	—	1,097
9.....	7	103	259	354	257	115	8	1	—	—	—	—	—	—	1,104	—	1,104
10.....	6	54	140	245	314	276	81	18	2	—	—	—	—	—	1,136	—	1,136
11.....	1	30	73	137	238	291	191	83	22	2	—	—	—	—	1,066	2	1,068
12.....	—	19	48	80	173	279	234	184	94	23	1	—	—	—	1,111	24	1,135
13.....	—	21	74	54	99	172	192	165	78	17	—	—	—	—	909	95	1,004
14.....	—	7	8	28	61	98	151	159	177	141	80	20	2	1	690	243	934
15.....	—	5	3	11	20	49	57	76	112	117	92	46	6	6	333	261	600
16 ²	—	4	4	10	5	17	18	27	37	76	123	119	41	57	122	359	538
Total.....	1,440	1,461	1,457	1,317	1,298	1,316	933	740	609	437	313	185	49	64	10,571	984	11,619

22.—New Brunswick Urban³ Schools 1923—Écoles des cités³ du Nouveau-Brunswick, 1923

6 ¹	822	67	1	-	-	-	-	-	-	-	-	-	-	-	890	-	890
7.....	515	570	48	-	-	-	-	-	-	-	-	-	-	-	1,133	-	1,133
8.....	199	458	402	46	1	-	-	-	-	-	-	-	-	-	1,106	-	1,106
9.....	62	213	470	349	39	1	-	-	-	-	-	-	-	-	1,134	-	1,134
10.....	32	111	258	416	289	33	4	-	-	-	-	-	-	-	1,143	-	1,143
11.....	5	37	116	249	345	211	42	-	-	-	-	-	-	-	1,005	-	1,005
12.....	2	16	72	171	270	313	237	19	-	-	-	-	-	-	1,100	-	1,100
13.....	2	10	38	81	181	269	239	167	3	1	-	-	-	-	987	4	991
14.....	1	1	20	31	76	175	198	207	83	19	1	-	-	-	709	103	812
15.....	-	2	2	15	21	78	116	165	250	120	22	1	-	-	399	393	792
16.....	-	-	2	2	3	18	31	90	231	129	83	4	-	-	146	447	593
17.....	-	-	-	-	2	3	5	16	102	61	59	12	-	-	26	234	260
18.....	-	-	-	-	-	-	2	1	30	38	21	3	-	-	3	92	95
19.....	-	-	-	-	-	-	-	-	6	1	7	2	-	-	-	16	16
20.....	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	3	3
21 ²	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1,640	1,485	1,429	1,360	1,227	1,101	874	665	705	370	195	22	-	9,781	1,292	11,073	

23.—Ottawa, Ontario Public Elementary Schools:—Écoles élémentaires publiques d'Ottawa, Ontario: 1922

4 ¹	67	-	-	-	-	-	-	-	-	-	-	-	-	67	-	67
5.....	673	17	-	-	-	-	-	-	-	-	-	-	-	690	-	690
6.....	401	638	21	-	-	-	-	-	-	-	-	-	-	1,060	-	1,060
7.....	31	719	442	60	-	-	-	-	-	-	-	-	-	1,198	-	1,198
8.....	7	206	581	234	6	-	-	-	-	-	-	-	-	1,034	-	1,034
9.....	2	61	314	509	197	7	-	-	-	-	-	-	-	1,090	-	1,090
10.....	-	19	106	327	390	158	12	1	-	-	-	-	-	1,013	-	1,013
11.....	-	3	34	144	305	223	242	29	1	-	-	-	-	980	1	981
12.....	-	6	13	56	169	279	279	133	12	-	-	-	-	935	12	947
13.....	-	1	2	32	99	209	279	258	74	8	-	-	-	880	82	962
14.....	-	1	-	9	45	84	180	250	145	48	5	-	-	569	198	767
15.....	-	-	-	6	9	42	94	143	108	28	1	-	-	291	280	571
16.....	-	-	-	1	3	6	17	32	105	123	98	9	-	59	335	394
17.....	-	-	-	-	-	-	4	1	36	75	127	8	-	5	246	251
18 ²	-	-	-	-	-	-	-	-	9	31	151	51	-	-	242	242
Total...	1,181	1,671	1,513	1,324	1,223	1,008	1,107	844	525	393	409	69	9,871	1,396	11,267	

¹Includes earlier ages—Y compris élèves plus jeunes²Includes later years—Y compris élèves plus vieux³Two cities only—Deux cités

⁴N.B.—The 7 grades above really represent all the 8 elementary grades. In 1919, the 8 grades in the public (not the R.C. Separate) schools of Ottawa were reduced to 7 grades, Grades III and IV becoming Grade III, V becoming IV, and so on. The ages given above were as in February.

⁵Les degrés des écoles d'Ottawa correspondent aux 8 degrés élémentaires des autres provinces. En 1919 les 8 degrés élémentaires dans les écoles publiques furent réduits aux 7 degrés dans; ainsi, Degrés III et IV devinrent III, Degré V devint IV, etc. Les âges dans le tableau 13 étaient inscrits en février.

REPORT ON EDUCATION STATISTICS

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Distribution of Pupils by Age and Grade,—Répartition des élèves par âges et par degré

24.—Ontario City Public Schools 1921—Écoles des cités d'Ontario 1921

Age	Elementary Grades — Degrés élémentaires										Sec. Grade — Deg. sec.		Total		
	K. ³	K.P. ⁴	I	II	III	IV	V	VI	VII	VIII	IX	X	Elementary	Secom	Total
													Elémentaires	Secondaires	
4 ¹	666	—	—	—	—	—	—	—	—	—	—	—	666	—	666
5.....	9,379	1,902	1,589	—	—	—	—	—	—	—	—	—	12,870	—	12,870
6.....	3,764	1,940	13,320	—	—	—	—	—	—	—	—	—	19,815	—	19,815
7.....	272	857	11,924	7,432	423	567	5	—	—	—	—	—	21,530	—	21,530
8.....	—	195	4,413	8,620	2,616	4,537	374	29	—	—	—	—	20,784	—	20,784
9.....	—	59	1,335	2,775	7,895	2,935	453	31	2	—	—	—	19,728	—	19,728
10.....	—	—	492	1,652	1,664	6,211	6,203	2,569	524	52	—	—	19,367	—	19,367
11.....	—	—	227	585	657	3,352	5,553	5,007	2,171	635	4	—	18,187	4	18,191
12.....	—	—	152	278	368	1,670	3,632	4,961	4,195	2,832	20	—	18,088	20	18,108
13.....	—	—	197	126	129	925	2,045	3,524	4,605	5,999	146	32	17,550	178	17,728
14.....	—	—	—	65	49	408	966	1,978	3,011	6,124	320	85	12,601	405	13,006
15.....	—	—	—	55	21	140	243	654	1,058	3,199	266	182	5,370	445	5,818
16.....	—	—	—	—	—	73	95	119	283	1,052	99	201	1,622	300	1,922
17.....	—	—	—	—	—	—	—	40	66	194	31	129	300	160	460
18.....	—	—	—	—	—	—	—	—	—	29	11	40	29	51	80
19 ²	—	—	—	—	—	—	—	—	—	—	—	9	—	9	9
Total.....	14,081	4,953	33,649	23,897	8,702	25,778	22,051	19,334	15,944	20,118	897	678	188,507	1,575	190,082

25.—Ontario Town Public Schools 1921—Écoles des villes d'Ontario 1921

4 ¹	148	—	—	—	—	—	—	—	—	—	—	—	148	—	148
5.....	496	832	1,311	—	—	—	—	—	—	—	—	—	2,639	—	2,639
6.....	197	840	5,311	337	—	—	—	—	—	—	—	—	6,685	—	6,685
7.....	26	251	4,926	2,356	218	94	2	—	—	—	—	—	7,873	—	7,873
8.....	—	50	2,259	3,182	1,416	777	103	6	1	—	—	—	7,794	—	7,794
9.....	—	27	876	2,277	1,896	1,823	866	109	9	1	—	—	7,884	—	7,884
10.....	—	—	371	1,101	1,353	1,846	1,961	839	155	35	—	—	7,661	—	7,661
11.....	—	—	169	473	749	1,316	1,917	1,679	834	227	—	—	7,464	—	7,464
12.....	—	—	92	214	374	796	1,473	1,806	1,535	968	1	—	7,358	1	7,359
13.....	—	—	58	111	200	454	933	1,291	1,664	2,370	12	1	7,081	3	7,084
14.....	—	—	—	57	90	182	469	732	1,125	2,416	12	2	5,071	14	5,085
15.....	—	—	—	14	29	50	198	309	519	1,563	12	3	2,682	15	2,697
16.....	—	—	—	—	—	5	53	79	150	675	15	11	962	26	988
17.....	—	—	—	—	—	—	—	20	33	188	9	3	241	12	253
18.....	—	—	—	—	—	—	—	—	—	29	7	1	29	8	37
19 ²	—	—	—	—	—	—	—	—	—	—	—	1	—	1	1
Total.....	867	2,000	15,373	10,122	6,325	7,343	8,075	6,870	6,025	8,572	58	22	71,572	80	71,652

26.—Ontario Village Public schools 1921—Écoles des villages d'Ontario 1921

5 ¹	61	505	-	-	-	-	-	-	-	-	-	566	-	566
6.....	115	1,758	107	-	-	-	-	-	-	-	-	1,980	-	1,980
7.....	54	1,643	763	75	23	1	-	-	-	-	-	2,559	-	2,559
8.....	32	783	1,219	449	182	34	2	-	-	-	-	2,701	-	2,701
9.....	6	282	736	676	544	327	24	6	-	-	-	2,601	-	2,601
10.....	-	113	386	698	653	580	214	66	8	-	-	2,718	-	2,718
11.....	-	31	166	283	470	710	503	317	73	-	-	2,553	-	2,553
12.....	-	14	53	141	260	481	584	495	378	11	-	2,406	11	2,417
13.....	-	6	21	45	108	282	484	513	816	24	2	2,275	26	2,301
14.....	-	-	5	11	34	130	289	391	879	36	8	1,739	44	1,783
15.....	-	-	1	8	10	47	88	182	627	49	3	963	52	1,015
16.....	-	-	-	-	2	4	86	48	348	42	10	488	52	540
17.....	-	-	-	-	-	-	3	13	108	20	5	124	25	149
18 ²	-	-	-	-	-	-	-	-	24	6	4	24	10	34
Total.....	268	5,135	3,457	2,286	2,286	2,696	2,277	2,031	3,261	188	32	23,697	220	23,917

¹Includes earlier ages—Y compris élèves plus jeunes.

²Includes later ages—Y compris élèves plus vieux.

³K. Kindergarten—Ecole maternelle

⁴K.P. Kindergarten Primary—Ecole maternelle primaire

Distribution of Pupils by Age and Grade,—Répartition des élèves par âge et par degré.

27—Winnipeg, Manitoba Schools 1921—Écoles de Winnipeg, Manitoba—1921

Age	Elementary Grades — Degrés élémentaires									Secondary Grades — Degré secondaires				Total		
	Kinder- garden — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elémen- taires	Second- ary — Secondaires	Total
5 ¹ ...	8															8
6...	1,172	117	2											8		1,291
7...	1,989	1,688	172	1										3,850		3,850
8...	500	1,585	1,387	195	1									3,668		3,668
9...	120	654	1,511	1,059	175	12								3,531		3,531
10...	58	217	600	1,193	992	186	6	1						3,253		3,253
11...	15	66	205	570	1,093	896	219	34						3,098	2	3,100
12...	3	29	93	266	632	951	769	316	33					3,059	33	3,092
13...	13	14	38	109	330	614	787	912	213	24				2,817	237	3,054
14...	2	5	20	34	126	288	447	1,229	494	151	7			2,151	652	2,803
15...	2	2	1	13	30	100	178	767	511	291	83	1		1,093	886	1,979
16...				2	4	14	31	258	215	282	157	10		309	664	973
17...			1		2	2	5	51	52	147	176	16		61	391	452
18...						1	2	6	6	26	73	11		9	116	125
19...										1	2	21	12		36	36
20...																
21 ² ...																
Total	3,882	4,377	4,030	3,442	3,385	3,064	2,444	3,574	1,527	923	517	50		28,198	3,017	31,215

28—Manitoba City³ Schools exclusive of Winnipeg 1921—Écoles des cités³ du Manitoba, à l'exclusion des écoles de Winnipeg, 1921

5 ¹ ...	31	9	1	—	—	—	—	—	—	—	—	—	—	41	—	41
6...	129	622	7	—	—	—	—	—	—	—	—	—	—	753	—	758
7...	39	611	146	8	—	—	—	—	—	—	—	—	—	804	—	804
8...	17	315	398	113	11	1	—	—	—	—	—	—	—	855	—	855
9...	6	90	304	257	110	6	—	—	—	—	—	—	—	773	—	773
10...	3	21	142	248	236	102	12	—	—	—	—	—	—	764	—	764
11...	—	10	50	129	201	239	79	11	—	—	—	—	—	710	2	712
12...	—	2	22	48	107	257	201	59	14	2	—	—	—	669	16	685
13...	—	2	9	24	53	126	202	164	89	15	1	—	—	507	125	632
14...	—	2	2	5	28	46	85	180	159	106	17	2	—	515	219	434
15...	—	—	3	1	2	11	32	77	89	129	65	25	—	71	263	334
16...	—	—	—	4	—	1	9	14	43	113	102	42	6	21	139	150
17...	—	1	—	—	—	1	2	1	6	41	53	33	12	11	78	88
18...	—	—	—	—	—	—	1	1	8	33	29	6	10	5	31	36
19...	—	—	—	—	—	—	—	—	5	3	5	13	10	2	4	5
20...	—	—	—	—	—	—	—	—	1	—	—	2	2	1	9	12
21 ² ...	—	—	—	—	—	—	1	1	1	—	2	3	4	3	—	—
Total	225	1,685	1,084	837	748	790	624	508	415	419	278	149	40	6,916	886	7,802

29—Manitoba Schools with 3 rooms or more, Exclusive of City Schools 1921

29—Écoles du Manitoba avec 3 salles de Classe ou plus, à l'exclusion des écoles des cités 1921

5 ¹ ...	58	301	3	—	—	—	—	—	—	—	—	—	—	362	—	362
6...	334	2,393	63	2	—	—	—	—	—	—	—	—	—	2,792	—	2,792
7...	197	2,677	763	119	1	—	—	—	—	—	—	—	—	3,757	—	3,757
8...	46	1,367	1,542	683	82	5	—	—	—	—	—	—	—	3,725	—	3,725
9...	10	500	1,069	1,384	518	86	8	—	—	—	—	—	—	3,605	—	3,605
10...	7	190	494	1,032	1,198	470	96	8	1	—	—	—	—	3,496	—	3,496
11...	1	70	176	512	1,032	983	475	90	28	2	—	—	—	3,367	2	3,369
12...	—	27	81	284	601	871	851	315	204	32	3	2	—	3,198	37	3,235
13...	2	14	33	118	280	538	740	533	511	206	21	14	—	2,769	241	3,010
14...	—	9	20	56	125	259	393	369	687	505	114	25	—	1,918	644	2,562
15...	—	4	2	16	29	77	122	162	423	560	319	85	—	835	964	1,799
16...	—	—	1	—	3	17	42	59	173	335	338	223	1	295	897	1,192
17...	—	—	—	1	1	3	9	11	54	131	220	269	2	80	622	702
18...	—	—	—	—	2	2	1	2	9	82	159	—	—	16	286	302
19...	—	—	—	—	—	1	1	—	3	45	24	66	4	5	103	108
20...	—	—	—	—	—	3	—	—	1	5	26	—	—	3	32	35
21 ² ...	—	—	—	1	—	1	—	—	2	3	3	25	1	4	32	36
Total	655	7,553	4,277	4,172	3,872	3,316	2,738	1,549	2,095	1,829	1,129	894	8	30,227	3,860	34,087

¹Includes earlier ages—Y compris élèves plus jeunes²Includes later ages—Y compris élèves plus vieux³Brandon, Portage la Prairie and St. Boniface

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré,

30.—Manitoba Schools with fewer than 3 Rooms 1921—Écoles du Manitoba avec moins de 3 salles de classe 1921

Age.	Elementary Grades								Secondary Grades				Total		
	Degrés élémentaires								Degrés secondaires				Elemen- tary — Elémentaires	Second- ary — Secondaires	Total
	Kinder- garten ³	Ecole ³ mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
51...	253	563	8	1	—	—	—	—	—	—	—	—	—	—	825
6....	504	2,701	115	9	1	—	—	—	—	—	—	—	—	—	3,330
7....	393	3,695	843	192	4	—	—	—	—	—	—	—	—	—	5,127
8....	173	2,658	1,736	839	137	8	—	—	—	—	—	—	—	—	5,551
9....	51	1,278	1,566	1,570	717	102	11	—	—	—	—	—	—	—	5,295
10....	36	744	1,076	1,407	1,329	594	104	15	—	—	—	—	—	—	5,305
11....	13	315	623	958	1,369	1,018	405	94	29	—	—	—	—	—	4,854
12....	15	247	384	713	1,056	1,092	840	303	192	10	—	—	—	—	4,852
13....	9	127	199	446	825	895	828	511	484	51	1	—	—	—	4,324
14....	3	42	108	212	425	558	570	474	628	120	21	—	—	—	3,020
15....	—	21	38	67	139	216	262	256	471	123	53	7	—	—	1,470
16....	—	2	19	14	46	48	76	105	213	88	54	16	—	—	526
17....	—	2	2	7	9	14	19	28	80	30	31	18	—	—	161
18....	—	1	2	1	3	5	6	4	20	9	16	12	—	—	42
19....	—	—	—	1	1	2	2	1	2	5	2	8	—	—	9
20....	—	1	—	—	3	—	1	1	2	1	4	—	—	—	8
21 ² ...	1	1	—	—	2	1	—	—	—	2	—	—	—	—	5
Total	1,451	12,401	6,719	6,467	6,066	4,553	3,124	1,792	2,121	439	182	61	—	—	44,694
															682
															45,376

31.—Manitoba Ungraded Schools 1921—Écoles à classe unique du Manitoba en 1921

51...	230	440	8	—	—	—	—	—	—	—	—	—	—	—	678	—	678
6....	424	2,195	92	8	—	—	—	—	—	—	—	—	—	—	2,719	—	2,719
7....	307	2,925	680	169	4	—	—	—	—	—	—	—	—	—	4,085	—	4,085
8....	127	2,074	1,414	686	108	8	—	—	—	—	—	—	—	—	4,417	—	4,417
9....	40	980	1,201	1,268	566	80	6	—	—	—	—	—	—	—	4,141	—	4,141
10....	30	578	821	1,088	1,066	461	78	12	—	—	—	—	—	—	4,134	—	4,134
11....	12	245	484	772	1,063	840	322	70	17	—	—	—	—	—	3,825	—	3,825
12....	13	188	287	551	848	864	620	232	137	4	—	—	—	—	3,740	4	3,744
13....	9	98	157	338	626	719	620	426	383	20	—	—	—	—	3,376	20	3,396
14....	2	32	78	170	330	435	435	374	487	67	1	—	—	—	2,343	68	2,411
15....	—	18	26	55	114	185	196	197	385	61	8	1	—	—	1,176	70	1,246
16....	—	5	15	11	43	39	62	84	178	43	2	—	—	—	437	45	482
17....	—	—	1	5	9	12	15	20	63	14	3	—	—	—	125	17	142
18....	—	1	2	—	2	5	4	4	18	7	2	—	—	—	36	9	45
19....	—	—	—	1	1	1	1	1	2	3	1	—	—	—	7	4	11
20....	—	1	—	—	3	—	1	1	1	—	—	—	—	—	6	1	7
21 ² ...	1	1	—	—	2	1	—	—	—	1	—	—	—	—	5	1	6
Total	1,195	9,781	5,266	5,122	4,785	3,650	2,360	1,421	1,670	221	17	1	—	—	35,250	239	35,489

32.—Manitoba Consolidated Schools, 1921—Écoles centralisées du Manitoba en 1921

51...	19	72	1	—	—	—	—	—	—	—	—	—	—	—	92	—	92
6....	91	900	22	1	—	—	—	—	—	—	—	—	—	—	1,014	—	1,014
7....	43	1,057	262	57	1	—	—	—	—	—	—	—	—	—	1,420	—	1,420
8....	13	584	598	306	41	4	—	—	—	—	—	—	—	—	1,546	—	1,546
9....	1	186	384	572	228	51	2	—	—	—	—	—	—	—	1,424	—	1,424
10....	—	69	160	393	472	244	38	7	—	—	—	—	—	—	1,383	—	1,383
11....	—	22	53	171	407	457	221	43	13	1	1	—	—	—	1,387	2	1,389
12....	—	10	31	81	203	375	404	168	85	21	36	—	—	—	1,357	29	1,386
13....	1	4	10	28	91	213	307	281	241	101	101	—	—	—	1,176	137	1,313
14....	—	5	11	14	48	93	166	176	330	245	113	4	—	—	843	362	1,205
15....	—	3	—	7	14	37	64	88	201	239	164	32	—	—	414	435	849
16....	—	—	1	2	2	5	21	31	93	148	105	89	—	—	155	342	497
17....	—	—	—	—	2	1	7	7	36	70	49	114	3	—	53	289	289
18....	—	—	—	1	—	—	—	—	—	28	16	74	—	—	11	118	129
19....	—	—	—	—	—	—	1	—	—	5	2	32	4	—	1	43	44
20....	—	—	—	—	—	—	—	—	1	—	1	16	—	—	1	17	18
21 ² ...	—	—	—	—	—	—	—	—	1	2	—	10	1	—	1	13	14
Total	168	2,912	1,533	1,633	1,509	1,481	1,233	801	1,008	860	495	371	8	—	12,278	1,734	14,012

¹Includes 5 years and under—Y compris 5 ans ou moins.²Includes 21 years and over—Y compris 21 ans ou plus.³Evidently young children just beginning, not real kindergarten pupils—Évidemment jeunes commençants, mais non élèves des écoles maternelles.⁴Included in table 30—Y compris dans table 30.

DOMINION BUREAU OF STATISTICS

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré.

33.—Saskatchewan City Schools cal. yr. 1921—Écoles des cités de la Saskatchewan an. cal. 1921.

Age.	Elementary Grades — Degrés élémentaires									Secondary Grades — Degrés Decondaires				Total		
	Kinder- garten Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elémentaires	Second- ary — Secondaires	Total
4 ¹ ...		1	—	—	—	—	—	—	—		—	—	—	1	—	—
5...	820	163	1	—	—	—	—	—	—		—	—	—	984	—	—
6...	328	2,244	62	2	—	—	—	—	—		—	—	—	2,636	—	—
7...	68	1,825	965	110	15	—	—	—	—		—	—	—	2,983	—	—
8...	19	601	1,158	841	155	4	—	—	—		—	—	—	2,778	—	—
9...	9	158	533	1,038	719	135	6	1	—		—	—	—	2,599	—	—
10...	—	66	181	525	715	672	137	41	—		—	—	—	2,337	—	—
11...	2	19	66	219	466	666	501	216	23	In col-	legiat	e insti-	tutes	2,178	—	—
12...	1	21	29	77	225	421	503	676	200	and high	sch	ools	e page	2,153	—	—
13...	—	14	15	55	100	259	320	615	510	113.—	Dans les	insti-	tutes	1,888	—	—
14...	1	8	6	30	48	143	195	332	520	colleg	iaux	et high s-	chools	1,283	—	—
15...	—	4	3	11	18	34	76	125	294	voir page	113.	—	—	565	See page	—
16...	—	3	—	4	3	16	18	56	107	—	—	—	—	207	113.—	—
17...	—	—	—	3	3	3	2	6	35	—	—	—	—	52	—	—
18...	—	—	—	—	—	—	2	4	13	—	—	—	—	19	voir	—
19...	—	—	—	—	—	3	3	2	3	—	—	—	—	11	page	—
20...	—	—	1	1	—	—	—	1	2	—	—	—	—	5	113.—	—
21 ² ...	—	—	—	—	5	—	—	1	4	—	—	—	—	10	—	—
Total	1,248	5,127	3,020	2,916	2,472	2,356	1,763	2,076	1,711	—	—	—	—	22,689	—	—

34.—Saskatchewan Town Schools 1921—Écoles des villes de la Saskatchewan en 1921

4 ¹ ...	1	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
5...	86	177	—	—	—	—	—	—	—	—	—	—	—	263	—	263
6...	248	1,488	88	3	—	—	—	—	—	—	—	—	—	1,827	—	1,827
7...	114	1,458	772	116	17	—	—	—	—	—	—	—	—	2,477	—	2,477
8...	17	689	989	713	162	19	—	—	—	—	—	—	—	2,590	—	2,590
9...	5	211	437	803	594	189	26	1	—	—	—	—	—	2,266	—	2,266
10...	2	92	167	445	772	534	148	36	65	2	—	—	—	2,206	—	2,206
11...	2	47	66	223	459	570	374	124	65	2	—	—	—	1,930	2	1,932
12...	1	30	35	114	249	446	544	243	235	67	2	1	—	1,897	70	1,967
13...	2	10	-16	56	144	225	420	255	458	238	54	5	—	1,586	297	1,883
14...	—	10	4	21	49	111	207	171	274	281	147	51	2	931	481	1,412
15...	—	10	3	11	22	34	76	88	114	248	148	184	18	108	499	697
16...	—	1	1	3	5	14	36	24	31	148	149	189	29	61	387	448
17...	—	—	1	2	3	7	9	8	9	73	96	100	14	13	169	187
18...	—	—	1	1	—	1	2	4	3	25	30	77	10	9	101	110
19...	—	—	1	—	2	2	—	1	1	5	9	10	7	2	30	32
20...	—	—	—	—	—	—	1	—	1	2	1	20	7	3	20	32
21 ² ...	—	1	—	—	1	—	—	—	1	7	2	26	9	3	44	47
Total	478	1,224	2,581	2,511	2,479	2,152	1,844	955	1,559	1,096	692	790	94	18,669	2,786	21,455

35.—Saskatchewan Village Schools 1921—Écoles des Villages de la Saskatchewan 1921

4 ¹ ...	53	3	—	—	—	—	—	—	—	—	—	—	—	56	—	56
5...	671	19	—	—	—	—	—	—	—	—	—	—	—	690	—	690
6...	2,684	141	11	—	—	—	—	—	—	—	—	—	—	2,836	—	2,836
7...	2,390	850	247	22	3	—	—	—	—	—	—	—	—	3,512	—	3,512
8...	1,199	1,197	895	303	40	2	—	—	—	—	—	—	—	3,636	—	3,636
9...	507	740	1,170	774	222	131	2	—	—	—	—	—	—	3,446	—	3,446
10...	195	337	781	988	637	197	29	15	—	—	—	—	—	3,179	—	3,180
11...	76	124	405	723	735	529	150	126	9	2	—	—	—	2,868	11	2,879
12...	47	64	193	469	609	647	327	390	81	12	—	—	—	2,746	93	2,839
13...	40	35	92	275	380	497	392	583	255	51	7	—	—	2,294	313	2,607
14...	18	14	54	143	185	296	291	669	457	158	36	—	—	1,670	651	2,321
15...	8	8	12	40	76	136	131	387	390	230	88	—	—	798	708	1,506
16...	1	4	2	11	34	51	67	210	225	202	137	4	—	880	568	948
17...	2	—	4	3	10	13	24	74	100	126	152	1	—	130	379	509
18...	1	—	—	4	1	3	7	16	44	54	82	—	—	32	180	212
19...	—	—	—	—	—	2	2	8	13	13	42	—	—	12	68	80
20...	1	—	—	—	—	1	—	1	2	7	14	1	—	5	29	34
21 ² ...	1	—	1	—	—	1	—	2	8	4	13	—	—	7	25	32
Total.....	7,894	3,536	3,867	3,755	2,934	2,406	1,423	2,482	1,590	859	571	6	—	28,297	3,026	31,323

¹ Includes 4 years and under.—Y compris 4 ans ou moins.² Includes 21 years and over.—Y compris 21 ans ou plus.

REPORT ON EDUCATION STATISTICS

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Distribution of Pupils by Age and Grade,—Répartition des élèves par âge et par degré

36.—Saskatchewan Rural Schools cal. yr. 1921—Écoles rurales de la Saskatchewan en an. cal. 1921

Age	Elementary Grades—Degrés élémentaires								Sec. Grades—Deg. sec.				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ¹	112	—	—	—	—	—	—	—	—	—	—	—	112	—	112
5.....	1,856	25	3	—	—	—	—	—	—	—	—	—	1,884	—	1,884
6.....	6,491	506	68	4	1	—	—	—	—	—	—	—	7,070	—	7,070
7.....	9,179	2,319	779	70	6	2	—	—	—	—	—	—	12,355	—	12,355
8.....	5,349	3,738	2,757	807	70	7	1	—	—	—	—	—	12,729	—	12,729
9.....	2,537	2,737	3,786	2,558	522	91	10	3	—	—	—	—	12,244	—	12,244
10.....	1,256	1,587	3,064	3,515	1,700	458	77	23	1	—	—	—	11,680	1	11,681
11.....	625	904	1,984	3,207	2,466	1,257	383	151	5	—	—	—	10,977	5	10,982
12.....	370	526	1,249	2,334	2,271	1,897	904	611	40	5	—	—	10,162	45	10,207
13.....	223	258	763	1,678	1,912	1,943	1,331	1,407	139	17	—	—	9,425	156	9,581
14.....	103	144	433	875	1,171	1,332	1,159	1,799	232	41	—	—	7,016	279	7,295
15.....	31	48	120	284	464	577	579	1,142	230	53	11	—	3,245	294	3,539
16.....	13	24	46	99	152	233	271	632	184	54	14	1	1,470	253	1,723
17.....	9	9	13	46	49	65	132	203	77	34	10	1	526	122	648
18.....	6	5	4	13	23	26	28	81	34	13	8	—	186	55	241
19.....	2	2	2	9	3	5	19	25	11	7	3	—	67	21	88
20.....	1	—	—	6	1	4	3	6	3	2	—	—	23	5	28
21 ²	5	2	3	8	1	5	2	9	3	3	—	—	35	6	41
Total.....	28,168	12,834	15,076	15,413	10,812	7,902	4,909	6,092	959	229	52	2	101,206	1,242	102,448

37.—Saskatchewan Consolidated Schools, 1921—Écoles Centralisées de la Saskatchewan, 1921

4 ¹	6	—	—	—	—	—	—	—	—	—	—	—	6	—	6
5.....	97	—	—	—	—	—	—	—	—	—	—	—	97	—	97
6.....	360	21	2	1	—	—	—	—	—	—	—	—	384	—	384
7.....	293	95	44	4	—	—	—	—	—	—	—	—	436	—	436
8.....	138	127	119	63	13	—	—	—	—	—	—	—	460	—	460
9.....	38	83	133	128	47	7	1	—	—	—	—	—	437	—	437
10.....	15	32	61	113	87	39	3	—	—	—	—	—	350	—	350
11.....	3	15	36	87	142	71	11	13	—	—	—	—	378	—	378
12.....	4	5	14	46	89	93	42	43	14	1	—	—	336	15	351
13.....	4	2	8	23	41	75	71	64	34	9	1	—	288	44	332
14.....	2	—	5	18	24	36	36	89	61	16	8	—	210	85	295
15.....	1	1	2	7	6	12	23	60	64	35	17	—	112	116	228
16.....	—	—	—	1	5	12	10	26	36	30	22	—	54	88	142
17.....	—	—	1	—	3	5	14	20	25	22	—	—	26	67	93
18.....	—	—	—	—	—	—	2	3	11	15	13	—	5	39	44
19.....	—	—	—	—	—	—	—	3	6	1	12	—	3	19	22
20.....	—	—	—	—	—	—	—	1	1	1	—	—	1	3	4
21 ²	—	—	—	—	1	—	—	1	—	—	1	—	2	1	3
Total.....	961	381	425	491	458	348	204	317	247	133	97	—	3,585	477	4,062

38.—Saskatchewan City Schools, 1922—Écoles des cités de la Saskatchewan, 1922

Age	Kinder- garten	Elementary Grades—Degrés élémentaires								
		I	II	III	IV	V	VI	VIII	VII	Total
4 ¹	—	—	—	—	—	—	—	—	—	—
5.....	537	49	—	—	—	—	—	—	—	586
6.....	647	1,650	13	4	—	—	—	—	—	2,314
7.....	127	1,221	662	56	3	—	—	—	—	2,969
8.....	59	729	1,433	653	116	5	—	—	—	2,995
9.....	2	194	603	1,015	571	87	1	—	—	2,533
10.....	6	59	227	625	815	479	89	16	2	2,318
11.....	1	23	79	228	489	736	417	121	5	2,099
12.....	—	16	34	99	269	511	580	413	74	1,996
13.....	—	15	19	44	100	230	390	526	285	1,609
14.....	—	13	7	26	49	119	223	365	343	1,145
15.....	—	13	8	11	25	47	85	142	197	534
16.....	—	1	2	5	4	12	18	41	76	159
17.....	—	1	1	1	3	2	7	13	18	47
18.....	—	—	—	3	—	1	4	5	5	17
19.....	—	—	1	—	1	4	—	2	2	10
20.....	—	—	—	—	—	1	1	1	1	3
21 ²	—	1	2	—	—	—	—	—	1	4
Total.....	1,379	4,885	3,151	2,770	2,445	2,233	1,815	1,651	1,009	21,338

¹Includes 4 years and under—Y compris 4 ans ou moins.

²Includes 21 years and over—Y compris 21 ans ou plus.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré.

39.—Saskatchewan Town Schools, 1922—Ecoles des villes de la Saskatchewan, en 1922

Age	Elementary Grades—Degrés élémentaires								Sec.y Gr.—Deg. sec.				Total			
	K ^a	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
5 ¹ ...	57	101	—	—	—	—	—	—	—	—	—	—	—	158	—	158
6...	275	1,261	57	—	—	—	—	—	—	—	—	—	—	1,593	—	1,593
7...	174	1,311	676	77	7	—	—	—	—	—	—	—	—	2,245	—	2,245
8...	51	674	911	514	99	68	3	—	—	—	—	—	—	2,256	—	2,256
9...	12	222	547	914	424	311	63	7	1	—	—	—	—	2,192	—	2,192
10...	11	96	195	582	762	618	63	7	4	—	—	—	—	2,031	—	2,031
11...	3	27	82	300	563	556	277	56	32	1	—	—	—	1,896	1	1,897
12...	4	20	40	135	314	441	487	146	175	18	1	—	—	1,762	19	1,781
13...	7	5	29	82	144	302	451	184	360	151	13	—	—	1,564	165	1,729
14...	2	3	9	27	68	124	274	185	371	291	84	9	1	1,063	385	1,448
15...	2	3	7	13	16	51	135	85	292	232	176	80	4	604	492	1,096
16...	—	3	1	6	5	10	31	32	124	188	181	128	9	212	506	718
17...	—	1	2	—	1	5	12	7	43	83	132	164	13	71	392	463
18...	—	—	—	1	—	2	2	—	14	44	50	92	13	19	199	218
19...	—	—	—	—	—	1	—	—	5	8	13	49	6	6	76	82
20...	—	—	—	—	—	1	—	—	1	2	4	23	3	2	32	34
21 ² ...	—	—	—	—	—	—	2	—	—	4	2	19	5	2	30	32
Total	598	3,727	2,556	2,651	2,403	1,879	1,737	703	1,422	1,022	656	565	54	17,676	2,297	19,973

40.—Saskatchewan Village Schools, 1922—Ecoles des Villages de la Saskatchewan, en 1922

Age	Elementary Grades—Degrés élémentaires								Sec.y Gr.—Deg. sec.				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ¹	22	—	—	—	—	—	—	—	—	—	—	—	22	—	22
5.....	579	2	—	—	—	—	—	—	—	—	—	—	581	—	581
6.....	2,453	96	10	1	—	—	—	—	—	—	—	—	2,560	—	2,560
7.....	2,622	825	212	19	—	—	—	—	—	—	—	—	3,678	—	3,678
8.....	1,277	1,144	870	218	14	1	—	—	—	—	—	—	3,524	—	3,524
9.....	486	806	1,230	716	152	22	5	—	—	—	—	—	3,417	—	3,417
10.....	219	380	892	1,032	554	102	25	9	2	—	—	—	3,253	2	3,255
11.....	81	164	439	531	759	461	103	86	3	—	—	—	2,924	3	2,927
12.....	48	74	228	557	639	662	275	286	39	6	—	—	2,769	45	2,814
13.....	35	44	107	286	432	529	344	316	684	341	112	20	1,793	473	2,266
14.....	30	15	67	128	209	344	316	684	341	112	20	—	862	601	1,463
15.....	8	5	12	45	86	122	126	458	362	181	57	1	406	599	1,005
16.....	3	2	6	19	32	53	56	235	303	190	105	1	123	362	485
17.....	1	2	—	7	4	14	27	68	117	127	116	2	37	188	225
18.....	—	—	3	—	3	3	—	6	22	51	80	—	13	54	67
19.....	—	1	1	—	—	—	—	2	9	14	13	27	7	29	36
20.....	—	—	—	—	—	—	1	6	4	5	20	—	6	24	30
21 ²	—	—	—	—	1	3	—	2	7	6	18	—	—	—	—
Total.....	7,867	3,560	4,077	3,859	2,865	2,376	1,307	2,436	1,410	723	441	4	28,347	2,578	30,925

41.—Saskatchewan Rural Schools, 1922—Ecoles rurales de la Saskatchewan, en 1922

4 ¹	108	—	—	—	—	—	—	—	—	—	—	—	108	—	108
5.....	1,830	16	2	—	—	—	—	—	—	—	—	—	1,853	—	1,853
6.....	7,255	346	38	12	—	—	—	—	—	—	—	—	7,651	—	7,651
7.....	10,153	2,088	661	78	3	—	—	—	—	—	—	—	12,983	—	12,983
8.....	5,962	3,694	2,546	739	66	3	1	—	—	—	—	—	13,011	—	13,011
9.....	2,935	3,030	3,635	2,356	491	63	65	12	—	—	—	—	12,517	—	12,517
10.....	1,542	1,791	3,178	3,711	1,532	436	6	—	—	—	—	—	12,267	—	12,267
11.....	708	932	2,116	3,309	2,433	1,173	274	121	3	—	—	—	11,116	3	11,119
12.....	402	588	1,352	2,446	2,432	2,050	844	530	18	—	—	—	10,674	18	10,692
13.....	241	337	850	1,687	1,957	2,114	1,321	1,262	82	8	1	—	9,799	91	9,890
14.....	107	154	439	965	1,290	1,492	1,212	1,772	182	20	2	—	7,431	204	7,635
15.....	30	51	136	323	454	658	617	1,197	219	50	4	—	3,466	273	3,739
16.....	20	21	41	81	154	194	242	536	164	42	15	—	1,289	221	1,510
17.....	10	12	10	29	40	64	87	207	74	36	8	—	459	118	577
18.....	7	6	7	14	18	31	75	31	22	9	—	—	173	62	235
19.....	5	2	6	7	4	6	7	31	18	3	3	2	68	26	94
20.....	—	—	3	3	2	2	2	10	4	5	1	—	22	10	32
21 ²	2	1	1	1	5	2	3	9	7	1	—	—	24	8	32
Total.....	31,317	13,069	15,021	15,767	10,987	8,275	4,711	5,764	802	187	43	2	104,911	1,034	105,945

¹Includes 4 years and under—Y compris 4 ans ou moins.

²Includes 21 years and over—Y compris 21 ans ou plus.

*K—Kindergarten—Ecole maternelle.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré.

42.—Saskatchewan Consolidated Schools, 1922—Ecoles Centralisées de la Saskatchewan, en 1922

Age	Elementary Grades — Degrés élémentaires									Secondary Grades — Degrés secondaires				Total		
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary — Elé- men- taires	Second- ary — Secon- daires	Total
5 ¹ ...	21	51	1	—	—	—	—	—	—	—	—	—	—	73	—	73
6....	11	294	16	—	—	—	—	—	—	—	—	—	—	321	—	321
7....	5	300	81	39	—	—	—	—	—	—	—	—	—	426	—	426
8....	3	120	143	132	34	1	—	—	—	—	—	—	—	433	—	433
9....	—	32	75	152	122	27	—	—	—	—	—	—	—	409	—	409
10....	—	17	42	95	152	71	25	2	—	—	—	—	—	404	—	404
11....	—	6	7	29	103	95	63	12	6	—	—	—	—	321	—	321
12....	—	2	6	16	63	86	74	34	22	5	1	—	—	303	6	309
13....	2	3	4	7	26	44	74	54	77	22	3	1	—	291	26	317
14....	1	3	1	4	7	18	41	38	101	52	15	2	—	214	69	283
15....	1	2	1	1	5	12	25	17	66	54	28	9	—	130	91	221
16....	—	—	—	1	3	3	5	4	31	47	32	20	—	47	99	146
17....	—	—	—	—	2	—	2	5	15	19	26	19	—	24	64	88
18....	—	—	—	—	—	—	1	2	5	7	14	14	—	8	35	43
19....	—	—	—	—	—	—	—	—	2	3	2	6	1	2	12	14
20....	—	—	—	—	—	—	—	—	—	1	—	2	—	—	3	3
21 ² ...	—	—	—	—	—	1	—	—	1	—	—	3	—	2	4	6
Total	44	830	377	476	518	358	311	168	326	211	121	76	1	3,408	409	3,817

4.—AGE-GRADE DISTRIBUTION OF PUPILS BY SEX

4.—REPARTITION DÉS ELEVES PAR SEXE.

43.—Public and Private Schools in Canada: Distribution of 401,482 Boys by Age and Grade, 1922

43.—Ecoles publiques et privées au Canada: Répartition de 401,482 garçons par âge et par degré, en 1922

Age	Elementary Grades — Degrés élémentaires									Secondary Grades — Degrés secondaires				Total		
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- ment- ary — Elé- men- taires	Second- ary — Secon- daires	Total
4 ¹ ...	—	60	—	—	—	—	—	—	—	—	—	—	—	60	—	60
5....	402	2,961	10	2	3	—	—	—	—	—	—	—	—	3,378	—	3,378
6....	4,933	18,492	494	35	4	2	5	—	—	—	—	—	—	23,965	—	23,965
7....	1,995	31,784	5,458	871	55	6	2	—	—	—	—	—	—	40,171	—	40,171
8....	144	21,740	15,097	5,030	1,246	64	1	1	—	—	—	—	—	43,323	—	43,323
9....	—	9,396	14,052	10,831	6,606	955	83	7	1	—	—	—	—	41,931	—	41,931
10....	—	3,874	7,897	10,163	12,472	4,887	1,016	115	15	3	—	—	—	40,439	3	40,442
11....	—	1,626	3,700	6,207	11,263	9,961	4,226	978	262	34	—	—	—	38,223	34	38,257
12....	—	897	1,750	3,487	7,056	9,777	8,384	3,704	1,472	383	30	—	—	36,527	413	36,940
13....	—	539	911	1,979	4,402	6,969	8,678	6,640	4,804	2,032	273	20	—	34,922	2,325	37,247
Total 7-13...	2,139	69,856	48,865	38,568	43,100	32,619	22,390	11,445	6,554	2,452	303	20	—	275,536	2,775	278,311
14....	—	410	459	1,016	2,483	4,216	6,154	6,819	8,614	4,422	1,274	187	1	30,171	5,884	36,055
15....	—	93	218	399	980	1,946	3,325	4,212	8,051	4,755	2,803	863	46	19,224	8,467	27,691
16....	—	44	96	130	314	561	1,154	1,657	4,333	3,171	2,913	2,126	193	8,259	8,403	16,692
Total 14-16...	—	547	773	1,545	3,777	6,723	10,633	12,688	20,998	12,348	6,990	3,176	240	57,684	22,754	80,438
17 ² ...	—	33	35	45	135	208	438	613	2,265	1,910	2,942	4,995	1,711	3,772	11,558	15,330
Total	7,474	91,949	50,177	40,195	47,019	39,552	33,466	24,746	29,817	16,710	10,235	8,191	1,951	364,395	37,087	401,482

¹Includes earlier years—Y compris élèves plus jeunes.²Includes later years—Y compris élèves plus vieux.

44.—Public and Private Schools in Canada: Distribution of 400,221 Girls by Age and Grade, 1922
44.—Écoles publiques et privées au Canada: Répartition de 400,221 filles par âge et par degré, en 1922

Age	Elementary Grades—Degrés élémentaires									Secy Gr.—Deg. sec.				Total		
	K ³	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ¹ ...	—	70	—	—	—	—	—	—	—	—	—	—	—	70	—	70
5....	412	2,688	20	—	2	—	—	—	—	—	—	—	—	3,123	—	3,123
6....	4,942	17,680	540	47	11	—	—	—	—	—	—	—	—	23,220	—	23,220
7....	1,966	29,844	5,879	1,012	85	5	2	—	—	—	—	—	—	38,793	—	38,793
8....	154	19,788	15,421	5,818	1,495	104	5	—	5	—	—	—	—	42,790	—	42,790
9....	—	7,603	13,208	11,394	7,619	1,153	129	5	2	—	—	—	—	41,113	—	41,113
10....	—	3,101	6,567	9,650	13,213	5,786	1,161	130	23	3	—	—	—	39,631	3	39,634
11....	—	1,281	2,899	5,464	10,917	10,955	5,094	1,142	288	32	—	—	—	38,040	32	38,072
12....	—	655	1,355	2,702	6,604	9,761	9,243	4,169	1,766	462	31	3	—	36,255	496	36,751
13....	—	397	631	1,518	3,513	6,224	8,361	7,291	5,552	2,405	304	24	—	33,487	2,733	36,220
Total	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
7-13..	2,120	62,669	45,960	37,558	43,446	33,988	23,995	12,737	7,636	2,902	335	27	—	270,109	3,264	273,373
14....	—	205	303	699	1,812	3,353	5,545	6,876	9,744	5,475	1,651	193	9	28,537	7,328	35,865
15....	—	52	109	234	630	1,348	2,710	3,924	8,807	6,149	3,689	1,099	51	17,812	10,988	28,800
16....	—	19	30	59	159	376	795	1,468	4,822	3,932	4,391	2,657	254	7,739	11,234	18,973
Total	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14-16..	—	276	451	992	2,601	5,077	9,050	12,268	23,373	15,556	9,731	3,949	314	54,088	29,550	83,638
17 ² ..	—	13	16	26	73	137	267	518	531	2,293	4,408	6,917	1,598	1,581	15,216	16,797
Total	7,474	83,396	46,987	33,624	46,133	39,202	33,312	25,523	31,540	20,751	14,474	10,593	1,912	352,191	48,030	400,221

45.—Ontario Urban Public Schools: Distribution by Age and Grade, 1921
45.—Écoles urbaines de l'Ontario: Répartition par âge et par degré, en 1921

BOYS—GARÇONS

Age	Elementary Grades—Degrés élémentaires										Sec. Gr.		Total			
	K ³	K.P. ⁴	I	II	III	IV	V	VI	VII	VIII	IX	X	Elem.	Sec.	Total	
4 ¹	402	—	—	—	—	—	—	—	—	—	—	—	402	—	402	
5.....	4,933	1,450	1,680	—	—	—	—	—	—	—	—	—	8,063	—	8,063	
6.....	1,995	1,471	10,390	567	—	—	—	—	—	—	—	—	14,423	—	14,423	
7.....	144	630	9,523	5,116	320	314	3	—	—	—	—	—	16,050	—	16,050	
8.....	—	139	4,096	6,553	2,093	2,550	240	15	1	—	—	—	15,687	—	15,687	
9.....	—	55	1,387	3,892	2,695	4,950	1,925	283	20	1	—	—	15,208	—	15,208	
10.....	—	—	572	1,788	1,911	4,427	4,168	1,695	334	45	—	—	14,940	—	14,940	
11.....	—	—	248	722	994	2,576	4,106	3,428	1,584	458	2	—	14,116	2	14,118	
12.....	—	—	151	332	476	1,526	2,849	3,705	2,973	2,014	4	—	14,026	4	14,030	
13.....	—	—	186	172	213	872	1,736	2,727	3,351	4,307	52	7	13,564	59	13,623	
14.....	—	—	—	88	81	389	885	1,576	2,314	4,477	124	34	9,810	158	9,968	
15.....	—	—	—	62	42	131	294	654	936	2,566	107	36	4,685	143	4,828	
16.....	—	—	—	—	—	53	100	184	241	1,034	59	42	1,612	101	1,713	
17.....	—	—	—	—	—	—	—	—	30	74	250	10	23	354	33	387
18.....	—	—	—	—	—	—	—	—	—	50	11	4	50	15	65	
19 ²	—	—	—	—	—	—	—	—	—	—	—	1	—	1	1	
Total.....	7,474	3,745	28,233	19,292	8,825	17,788	16,306	14,297	11,828	15,202	369	147	142,990	516	143,506	

46.—Ontario Urban Public Schools: Distribution by Age and Grade, 1921
46.—Écoles urbaines de l'Ontario: Répartition par âge et par degré, en 1921

GIRLS—FILLES

4 ¹	412	—	—	—	—	—	—	—	—	—	—	—	412	—	412
5.....	4,942	1,345	1,725	—	—	—	—	—	—	—	—	—	8,012	—	8,012
6.....	1,966	1,424	9,999	668	—	—	—	—	—	—	—	—	14,057	—	14,057
7.....	154	532	8,970	5,485	396	370	5	—	—	—	—	—	15,912	—	15,912
8.....	—	138	3,359	6,468	2,388	2,946	271	22	—	—	—	—	15,592	—	15,592
9.....	—	37	1,106	3,364	2,652	5,312	2,203	303	26	2	—	—	15,005	—	15,005
10.....	—	—	404	1,351	1,704	4,283	4,676	1,927	411	50	—	—	14,806	—	14,806
11.....	—	—	179	502	695	2,562	4,174	3,761	1,738	477	2	—	14,088	2	14,090
12.....	—	—	107	213	407	1,200	2,737	3,646	3,252	2,264	28	—	13,826	28	13,854
13.....	—	—	75	86	161	615	1,524	2,572	3,431	4,878	120	28	13,342	148	13,490
14.....	—	—	—	39	69	235	680	1,423	2,213	4,942	244	61	9,601	305	9,906
15.....	—	—	—	8	16	69	194	397	823	2,823	220	152	4,330	372	4,702
16.....	—	—	—	—	—	27	52	100	240	1,041	97	180	1,460	277	1,737
17.....	—	—	—	—	—	—	—	33	38	240	50	114	311	164	475
18.....	—	—	—	—	—	—	—	—	—	32	13	41	32	54	86
19 ²	—	—	—	—	—	—	—	—	—	—	—	9	—	9	9
Total.....	7,474	3,476	25,924	18,184	8,488	17,619	16,516	14,184	12,172	16,749	774	585	140,786	1,359	142,145

¹Includes earlier ages—Inclus élèves plus jeunes.

²Includes later ages—Inclus élèves plus vieux.

³K. Kindergarten—École maternelle.

⁴K.P. Kindergarten Primary—École maternelle primaire.

47.—Manitoba Schools: Distribution by Age and Grade, 1921
47.—Ecoles de Manitoba: Répartition par âge et par degré, en 1921

BOYS—GARÇONS

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total			
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elé- men- taires	Second- ary — Secon- daires	Total
5 ¹ ...	203	474	5	—	—	—	—	—	—	—	—	—	—	682	—	682
6.....	501	2,973	94	7	—	2	—	5	—	—	—	—	—	3,582	—	3,582
7.....	352	4,301	943	149	2	3	2	—	—	—	—	—	—	5,752	—	5,752
8.....	135	3,419	2,725	835	123	5	—	—	—	—	—	—	—	7,242	—	7,242
9.....	32	1,363	2,474	2,225	711	85	8	—	—	—	—	—	—	6,898	—	6,898
10.....	22	612	1,343	2,203	1,862	598	100	12	—	—	—	—	—	6,752	—	6,752
11.....	6	245	636	1,196	1,899	1,598	520	78	28	2	—	—	—	6,206	2	6,208
12.....	10	172	320	713	1,242	1,689	1,341	439	203	41	1	—	—	6,129	42	6,171
13.....	5	86	160	427	813	1,190	1,402	949	617	220	21	3	—	5,649	244	5,893
14.....	2	41	90	204	416	696	893	929	1,102	549	137	16	—	4,373	702	5,075
15.....	—	15	30	72	126	277	416	495	1,098	550	315	80	—	2,529	945	3,474
16.....	—	6	8	17	41	60	127	204	569	305	285	171	2	1,032	763	1,795
17.....	—	4	1	6	3	13	28	42	195	102	177	190	4	292	473	765
18.....	—	1	2	1	3	5	6	5	39	27	69	90	1	62	187	249
19.....	—	—	—	—	1	2	3	2	4	9	17	30	5	12	61	73
20.....	—	—	—	—	2	2	1	—	2	—	3	12	3	7	18	25
21 ² ...	1	1	—	—	1	2	1	1	3	4	4	21	4	10	33	43
Total	1,269	13,713	8,831	8,055	7,245	6,227	4,853	3,156	3,860	1,809	1,029	613	19	57,209	3,470	60,679

48.—Manitoba Schools: Distribution by Age and Grade, 1921
48.—Ecoles de Manitoba: Répartition par âge et par degré, en 1921

GIRLS—FILLES

5 ¹ ...	148	423	7	1	—	—	—	—	—	—	—	—	—	579	—	579
6.....	478	2,897	92	5	1	—	—	—	—	—	—	—	—	3,473	—	3,473
7.....	287	4,024	947	184	4	2	—	2	—	5	—	—	—	5,455	—	5,455
8.....	109	3,029	2,699	1,006	115	9	—	—	—	—	—	—	—	6,997	—	6,997
9.....	36	1,068	2,148	2,431	855	118	11	—	—	—	—	—	—	6,667	—	6,667
10.....	24	499	1,076	2,067	2,011	761	131	11	1	—	—	—	—	6,581	—	6,581
11.....	10	220	456	1,076	1,941	1,669	646	125	31	2	—	—	—	6,174	2	6,176
12.....	5	129	247	531	1,142	1,666	1,476	464	248	37	2	—	—	5,908	41	5,949
13.....	6	66	117	278	638	1,042	1,348	1,039	802	269	26	11	—	5,336	306	5,642
14.....	1	26	58	117	281	509	790	891	1,306	685	167	18	—	3,979	870	4,849
15.....	—	13	19	39	84	161	297	452	1,137	784	415	121	1	2,202	1,321	3,523
16.....	—	2	14	3	22	37	101	154	637	451	492	267	15	970	1,225	2,195
17.....	—	—	1	4	9	10	17	29	208	152	275	307	26	278	760	1,038
18.....	—	—	—	1	2	4	4	7	49	43	89	183	16	67	331	398
19.....	—	—	—	1	—	1	1	1	12	8	15	65	14	16	102	118
20.....	—	1	—	—	1	1	—	1	2	6	20	1	5	5	29	34
21 ² ...	—	—	—	1	1	—	—	—	2	2	16	6	6	2	26	28
Total	1,104	12,397	7,881	7,745	7,107	5,990	4,824	3,174	4,437	2,435	1,489	1,010	79	54,689	5,013	59,702

49.—Saskatchewan Schools: Distribution by Age and Grade (Calendar Year), 1921
49.—Ecoles de la Saskatchewan: Répartition par âge et par degré (année du calendrier), 1921

BOYS—GARÇONS

4 ¹ ...	—	92	—	—	—	—	—	—	—	—	—	—	—	92	—	92
5.....	452	1,525	21	2	—	—	—	—	—	—	—	—	—	2,000	—	2,000
6.....	294	6,632	401	36	2	—	—	—	—	—	—	—	—	7,415	—	7,415
7.....	97	7,775	2,392	528	58	3	—	—	—	—	—	—	—	10,853	—	10,853
8.....	18	4,185	3,651	2,458	620	52	5	—	—	—	—	—	—	10,989	—	10,989
9.....	7	1,908	2,430	3,467	2,171	467	67	10	1	—	—	—	—	10,528	—	10,528
10.....	2	894	1,255	2,585	2,988	1,664	431	78	18	1	—	—	—	9,915	1	9,916
11.....	4	420	652	1,568	2,544	2,215	1,230	407	175	8	2	—	—	9,215	10	9,225
12.....	—	249	385	902	1,788	1,923	1,762	1,014	739	120	7	—	—	8,762	127	8,889
13.....	—	167	190	533	1,186	1,519	1,634	1,287	1,564	430	66	8	—	8,082	504	8,586
14.....	1	90	106	330	682	974	1,110	1,024	1,668	687	224	41	2	5,985	954	6,939
15.....	—	40	46	107	239	365	534	465	1,091	564	359	167	8	2,887	1,098	3,985
16.....	—	12	20	36	77	134	200	211	594	391	316	261	52	1,224	1,020	2,244
17.....	—	7	8	15	43	45	56	94	181	166	201	259	75	449	701	1,150
18.....	—	6	5	2	12	17	26	25	66	58	90	151	70	159	369	528
19.....	—	2	2	1	8	6	7	17	23	22	24	109	56	66	211	277
20.....	—	1	1	1	5	1	4	4	10	16	8	38	20	27	82	109
21 ² ...	—	4	2	4	10	2	4	3	11	22	24	67	36	40	149	189
Total	877	24,059	11,567	12,575	12,433	9,387	7,070	4,639	6,081	2,485	1,321	1,101	319	88,688	5,226	93,914

¹Includes earlier ages—Y compris élèves plus jeunes.

²Includes later ages—Y compris élèves plus vieux.

50—Saskatchewan Schools: Distribution by age and Grade.

50—Ecoles de la Saskatchewan: Répartition par âge et par degré.

GIRLS—FILLES—1921

Age	Elementary Grades—Degrés élémentaires									Sec. Grades—Deg. sec.				Total		
	Kinder- garten	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ¹ ...	1	74	3	—	—	—	—	—	—	—	—	—	—	78	—	78
5....	454	1,342	24	1	—	—	6	—	—	—	—	—	—	1,827	—	1,827
6....	282	6,225	396	48	2	1	—	—	—	—	—	—	—	6,954	—	6,954
7....	85	7,077	2,514	724	66	6	2	—	—	—	—	—	—	10,474	—	10,474
8....	18	3,653	3,431	2,748	807	81	5	1	—	—	—	—	—	10,744	—	10,744
9....	7	1,505	2,017	3,330	2,474	601	87	4	2	—	—	—	—	10,027	—	10,027
10....	—	715	1,017	2,230	3,002	1,879	509	85	32	1	—	—	—	9,469	1	9,470
11....	—	347	508	1,263	2,311	2,222	1,431	418	210	12	1	—	—	8,710	13	8,723
12....	2	219	269	731	1,489	1,824	1,829	1,033	855	153	17	1	—	8,251	171	8,422
13....	—	120	134	433	911	1,257	1,546	1,293	1,763	543	91	12	—	7,457	646	8,103
14....	—	49	62	208	433	636	920	987	1,968	887	314	107	4	5,263	1,312	6,575
15....	—	13	16	47	125	243	331	538	1,167	782	530	272	18	2,480	1,602	4,082
16....	—	6	9	19	41	82	138	223	597	505	464	413	78	1,115	1,460	2,575
17....	—	4	2	7	12	24	33	111	183	209	311	502	125	376	1,147	1,523
18....	—	1	1	3	5	8	7	23	60	99	118	327	113	108	657	765
19....	—	—	1	1	3	2	3	7	16	21	39	168	59	33	287	320
20....	—	1	—	2	1	1	1	1	6	11	54	24	8	8	95	103
21 ² ...	—	3	—	—	4	—	3	—	5	10	14	73	33	15	130	145
Total	849	21,354	10,404	11,795	11,686	8,867	6,851	4,724	6,859	3,228	1,910	1,929	454	83,389	7,521	90,910

51—BOYS—GARÇONS—1922

4 ¹ ...	—	60	—	—	—	—	—	—	—	—	—	—	—	60	—	60
5....	283	1,343	5	2	3	—	—	—	—	—	—	—	—	1,636	—	1,636
6....	468	6,574	227	19	3	—	—	—	—	—	3	—	—	7,291	3	7,294
7....	138	8,525	2,034	456	38	2	—	—	—	—	—	—	—	11,193	2	11,195
8....	65	4,609	3,692	2,185	496	36	1	—	—	—	2	—	—	11,065	2	11,067
9....	7	2,147	2,717	3,432	1,891	353	37	6	1	—	—	—	—	10,591	—	10,591
10....	6	1,035	1,492	2,807	3,183	1,314	350	58	12	1	—	—	—	10,307	1	10,308
11....	3	478	688	1,694	2,671	2,186	1,050	254	119	5	—	—	—	9,143	5	9,148
12....	2	282	390	1,004	1,925	2,121	1,793	788	487	42	7	—	—	8,792	49	8,841
13....	5	180	258	604	1,219	1,611	1,765	1,137	1,248	285	30	4	—	8,027	319	8,346
14....	1	102	99	327	702	1,027	1,285	1,090	1,642	579	131	22	—	6,275	732	7,007
15....	2	41	56	119	258	391	595	491	1,067	560	284	79	5	3,020	928	3,948
16....	—	21	17	41	70	129	177	194	494	418	312	190	35	1,043	1,055	2,098
17....	—	9	11	7	23	25	61	69	166	185	193	226	45	371	649	1,020
18....	—	6	5	9	11	10	15	23	59	82	105	140	53	138	380	518
19....	—	5	3	2	8	8	3	8	28	25	17	84	37	65	163	228
20....	—	—	—	2	3	2	3	4	12	10	11	38	19	26	78	104
21 ² ...	—	3	2	1	1	3	4	2	9	45	15	67	26	25	153	178
Total	980	25,470	11,696	12,691	12,505	9,218	7,139	4,125	5,344	2,237	1,112	850	220	89,068	4,519	93,587

52—GIRLS—FILLES—1922

4 ¹ ...	—	70	—	—	—	—	—	—	—	—	—	—	—	70	—	70
5....	311	1,216	13	—	2	—	—	—	—	—	—	—	—	1,542	—	1,542
6....	454	6,045	285	33	10	—	—	—	—	—	—	—	—	6,827	—	6,827
7....	163	7,682	2,217	550	69	1	—	—	—	—	—	—	—	10,682	—	10,682
8....	45	4,033	3,490	2,418	676	56	3	—	—	—	—	—	—	10,721	—	10,721
9....	7	1,690	2,329	3,362	2,176	445	52	5	2	—	—	—	—	10,068	—	10,068
10....	11	831	1,101	2,470	3,137	1,542	400	55	16	1	—	—	—	9,563	1	9,564
11....	1	361	569	1,389	2,521	2,348	1,278	300	134	4	—	—	—	8,901	4	8,905
12....	2	204	346	810	1,661	1,932	1,986	890	627	57	3	—	—	8,458	60	8,518
13....	2	119	171	479	998	1,340	1,719	1,259	1,482	324	40	4	—	7,569	368	7,937
14....	1	51	86	232	508	715	1,048	988	1,788	705	185	30	4	5,417	924	6,341
15....	—	13	15	53	151	247	405	455	1,242	806	431	167	11	2,611	1,415	4,026
16....	—	6	9	17	39	79	119	177	541	253	463	308	38	987	1,379	2,366
17....	—	4	6	4	17	26	36	65	191	110	154	260	74	114	598	712
18....	—	1	1	5	4	10	12	19	62	31	47	142	44	33	264	297
19....	—	—	1	5	—	1	3	3	8	5	14	67	23	10	109	119
20....	—	—	—	—	—	—	—	—	—	—	—	—	—	11	119	130
21 ² ...	—	—	1	—	—	3	3	1	3	18	9	72	20	11	119	130
Total	997	22,326	10,640	11,828	11,969	8,746	7,064	4,247	6,116	2,884	1,670	1,449	292	83,933	6,295	90,228

¹Includes 4 years and under—Y compris 4 ans ou moins.

²Includes 21 years and over—Y compris 21 ans ou plus

53—Alberta Schools: Distribution by Age and Grade, 1922

53—Ecoles de l'Alberta: Répartition par âge et par degré, en 1922

BOYS—GARÇONS

Age	Elementary Grades—Degrés élémentaires								Sec. Grades—Degrés sec.				Total			
	Kinder- garten	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elem.	Second.	Total
5 ¹ ...	188	377	—	—	—	—	—	—	—	—	—	—	—	565	—	565
6....	532	4,144	153	7	1	—	—	—	—	—	—	—	—	4,837	—	4,837
7....	363	5,658	1,822	237	15	1	—	—	—	—	—	—	—	8,096	—	8,096
8....	182	2,822	3,136	1,658	296	18	—	—	—	—	—	—	—	8,112	—	8,112
9....	86	1,361	2,008	2,824	1,382	243	22	—	—	—	—	—	—	7,926	—	7,926
10....	36	613	1,012	2,173	2,257	950	220	22	2	—	—	—	—	7,285	—	7,285
11....	13	279	502	1,223	1,996	1,814	861	245	49	1	—	—	—	6,982	1	6,983
12....	13	162	285	686	1,154	1,670	1,635	797	278	27	1	—	—	6,676	28	6,704
13....	5	103	149	409	734	1,158	1,608	1,403	837	140	24	3	—	6,406	167	6,573
14....	3	73	92	239	432	647	1,096	1,292	1,402	550	126	35	—	5,276	711	5,987
15....	—	34	43	110	188	345	631	597	1,285	738	375	115	4	3,431	1,232	4,663
16....	—	17	8	27	56	68	155	259	631	512	384	234	33	1,221	1,163	2,384
17....	—	1	6	6	15	16	58	76	233	187	272	216	39	411	714	1,125
18....	—	1	3	8	7	9	15	11	61	71	106	113	59	115	349	464
19....	—	1	—	1	1	1	2	5	13	21	39	59	43	24	162	186
20....	—	—	1	—	—	1	—	5	3	7	14	24	20	10	65	75
21 ² ...	—	—	1	—	2	1	2	2	5	10	32	44	29	13	115	128
Total	1,421	15,646	9,221	9,608	8,536	6,942	6,305	4,912	4,795	2,264	1,373	843	227	67,386	4,707	72,093

54—Alberta Schools: Distribution by Age and Grade, 1922

54—Ecoles de l'Alberta: Répartition par âge et par degré, en 1922

GIRLS—FILLES

Age	Elementary Grades—Degrés élémentaires								Sec. Grades—Degrés sec.				Total			
	Kinder- garten	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Secon.	Total
5 ¹ ...	163	321	—	—	—	—	—	—	—	—	—	—	—	484	—	484
6....	476	3,945	145	9	—	—	—	—	—	—	—	—	—	4,575	—	4,575
7....	335	5,254	1,888	251	9	2	—	—	—	—	—	—	—	7,739	—	7,739
8....	172	2,489	3,246	1,881	284	26	1	—	—	—	—	—	—	8,099	—	8,099
9....	63	1,202	1,869	2,831	1,471	268	24	—	—	—	—	—	—	7,728	—	7,728
10....	30	515	863	2,071	2,408	1,121	268	27	4	—	—	—	—	7,307	—	7,307
11....	16	238	447	1,088	1,881	1,915	1,116	244	59	—	—	—	—	7,004	—	7,004
12....	9	117	238	586	1,040	1,662	1,765	908	332	28	1	—	—	6,657	29	6,686
13....	8	87	118	314	566	916	1,427	1,427	847	176	18	1	—	5,710	195	5,905
14....	5	44	67	169	361	501	949	1,347	1,474	644	161	33	1	4,917	839	5,756
15....	—	25	36	61	141	213	483	645	1,280	948	397	97	10	2,884	1,452	4,336
16....	—	10	7	18	27	48	125	246	665	627	536	305	45	1,146	1,513	2,659
17....	—	2	2	2	6	13	33	64	251	273	371	337	83	373	1,064	1,437
18....	—	2	—	—	2	1	8	14	62	93	155	218	78	89	544	633
19....	—	—	2	—	—	2	2	4	15	27	47	89	55	25	218	243
20....	—	1	1	—	—	1	1	4	3	5	20	37	33	11	95	106
21 ² ...	—	1	—	1	1	—	—	1	2	16	22	38	30	6	106	112
Total	1,277	14,253	8,929	9,282	8,197	6,689	6,202	4,931	4,994	2,837	1,728	1,155	335	64,754	6,055	70,809

¹Includes 5 years and under—Y compris 5 ans ou moins²Includes 21 years and over—Y compris 21 ans ou plus

5.—SECONDARY EDUCATION—ENSEIGNEMENT SECONDAIRE.

55.—Secondary Education in Canada: Statistics of the different types of Schools doing work of High School Grade in each province 1922 or latest year reported
55.—Enseignement secondaire au Canada: Types d'écoles où l'on professe les matières secondaires, dans chaque province du Canada, chiffres de 1922 ou du dernier rapport

Institutions	Classes	Instructors			Pupils			Av. At- tend.	Pupils in High School Grades					Institutions	
		Instructors		Total	Elèves		Total		IX	X	XI	XII	Total		
		M.	F.		B.	G.									
		H.	F.		G.	F.									
Prince of Wales College, P.E.I.	1	12	9	12	137	214	341	3,259	—	—	215	1	126	—	Collège Prince of Wales, I. P.-E.
First Class Schools, P.E.I.	18	111	23	91	114	4,180	4,180	2,296	—	—	—	—	—	—	Écoles de première classe, I. P.-E.
County Academies, N.S.	18	—	—	—	1,324	1,503	2,827	2,296	2,292	1,754	1,131	498	—	—	Académies de comté, N.-E.
Other High Schools, N.S.	64	—	—	—	1,024	1,734	2,758	—	3,118	1,779	517	—	—	—	"High Schools", N.-E.
Other Schools doing H. S. work, N.S.	—	1,586	—	—	1,844	3,600	5,444	—	3,118	4,779	351	14	—	—	Autres écoles exécutant les trav. sec., N.-E.
Gram. Schools, N.B. (2nd term)	13	47	—	—	—	—	1,604	—	775	464	351	—	—	—	Écoles de grammaire, N.-B.
Superior Sch., N.B. (2nd term)	52	52	30	23	53	—	—	—	—	635	324	140	—	—	Écoles supérieures, N.-B.
Other Schools doing H. S. work, N.B.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Autres écoles exécutant les trav. sec., N.-B.
Classical Colleges, Que.	21	—	830	—	9,321	—	9,321	8,592	—	—	—	—	—	—	Collèges classiques, Qué.
R. C. Indep. Schools giving classical education, Que.	8	—	59	—	59	621	—	621	574	—	—	—	—	—	Collèges indépendants non surventionnés exécutant les trav. sec. (catholiques), Qué.
Catholic Academies, Que.	67	—	1,400	3,056	4,456	46,994	63,238	110,292	92,798	4,317	2,597	—	—	—	Académies catholiques, Qué.
Protestant H. S. Sch.	46	—	121	347	468	6,548	6,558	13,106	10,510	1,404	928	596	—	—	"High Schools", protestantes, Qué.
Protestant Intern. Sch., Que.	52	—	12	138	150	1,906	2,139	4,135	2,936	269	109	19	—	—	Écoles intern. prot., Qué.
Collegiate Institutes, Ont.	47	—	613	639	1,252	7,021	11,044	11,690	22,734	9,170	6,535	5,637	1,392	22,734	Instituts collégiaux, Ont.
High Schools, Ont.	123	—	—	—	—	600	7,284	9,387	16,671	11,268	6,780	4,738	4,157	946	"High Schools", Ont.
Continuation Schools, Ont.	160	—	—	—	—	286	3,080	4,425	7,505	6,399	3,423	2,216	—	—	Écoles de continuation, Ont.
Day Voc. Schools, Ont.	14	—	—	—	—	272	3,898	3,664	7,332	—	—	—	—	—	Écoles de trav. du jour, Ont.
Fifth Classes, Ont.	125	—	56	69	125	—	—	1,358	1,100	1,338	—	—	—	—	Cinquième classes, Ont.
Other Sch. doing H. S. work, Ont. 2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Autres écoles exécutant les trav. sec., Ont. 2
Collegiate Institutes, Man.	11	—	—	—	—	—	—	4,103	3,468	—	—	—	—	—	Instituts collégiaux, Man.
Collegiate Departments, Man.	5	—	—	—	—	—	—	456	386	—	—	—	—	—	Départements collégiaux, Man.
High Schools, Man.	38	—	—	—	—	—	—	2,691	1,760	—	—	—	—	—	"High Schools", Man.
Junior High Schools, Man.	5	—	—	—	—	—	—	970	809	—	—	—	—	—	Junior High Schools, Man.
Intermediate Schools, Man.	95	—	—	—	—	—	—	13,834	10,286	—	—	—	—	—	Écoles intermédiaires, Man.
Other Sch. doing H. S. work, Man.	—	—	—	—	—	—	—	—	—	1,547	1,021	1,056	383	—	Autres écoles exécutant les trav. sec., Man.
Collegiate Institutes, Sask.	10	—	98	65	163	2,000	2,633	4,633	3,789	340	138	194	69	791	Instituts collégiaux, Sask.
High Schools, Sask.	11	—	30	43	73	423	571	994	—	2,432	1,379	1,006	58	4,875	"High Schools", Sask.
Other Village and Town Sch. doing H. S. work, Sask.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Autres écoles des villages et villes exécutant les trav. sec., Sask.
Rural Sch. doing H. S. work, Sask.	—	—	—	—	—	—	—	—	—	802	194	43	2	1,041	Écoles rurales exécutant les trav. sec., Sask.
High Schools, Alta.	50	—	—	—	—	—	—	6,217	8,806	2,722	1,896	1,150	419	6,217	"High Schools", Alta.
Other Graded S. doing H. S. work, Alta.	—	—	—	—	—	—	—	76,691	58,632	1,556	1,058	817	110	3,541	Écoles à classes multiples exécutant les trav. sec., Alta.
Ungraded S. doing H. S. work, Alta.	—	—	—	—	—	—	—	66,211	41,893	828	147	31	3	1,004	Écoles à classe unique exécutant les trav. sec., Alta.
High Schools, B.C.	58	282	—	—	—	—	—	8,634	7,481	—	—	—	—	8,634	"High Schools", C.-B.
Rural Mun. S. doing H. S. work, B.C.	4	4	2	2	4	33	35	68	55	29	—	—	—	—	Écoles rurales des municipalités exécutant les trav. sec., C.-B.
Rural & Assist'd S. doing H. S. work, B.C.	27	27	20	7	27	277	317	594	490	264	—	—	—	264	Écoles rurales et subventionnées exécutant les trav. sec., C.-B.
City S. doing H. S. work, B.C.	2	2	1	1	2	23	9	32	23	17	—	—	—	—	Écoles des cit. exécutant les trav. sec., C.-B.

1 This figure includes students in the 3rd year who might be considered 2nd year university students—Ces chiffres incluent étudiants de 3ème année P.W.C. on les admet à 2ème des universités.
2 1921.
3 54 "A"; 54 "B"; and 17 "C" Classes.

56.—Publicly Controlled Schools: Number of pupils taking Certain Secondary Grade Subjects¹ in Six Provinces, 1922

56.—Ecoles sous le contrôle administratif: Elèves étudiant certaines matières¹ secondaires, dans six provinces, en 1922

Subjects	Nova Scotia — Nouvelle-Ecosse	New Brunswick — Nouveau-Brunswick	Ontario	Saskatchewan	Alberta	British Columbia — Colombie Britannique	Total	Matières
English.....	10,942	2,693	45,899	4,518	11,587	8,556	84,195	Anglais.
History.....	5,487	2,677	41,918	7,930	5,978	3,123	67,113	Histoire.
Geography.....	5,170	2,677	17,811	1,947	2,858	3,198	33,663	Géographie.
Reading.....	—	—	—	2,606	—	8,556	11,162	Lecture.
Arith. and mens.....	8,817	2,075	16,902	4,352	3,894	6,559	42,599	Arith. et mens.
Algebra.....	10,413	2,580	37,976	4,260	5,446	7,463	68,138	Algèbre.
Geometry.....	5,356	2,539	23,647	3,973	5,436	7,346	48,297	Géométrie.
Trigonometry.....	321	49	1,631	395	422	130	2,948	Trigonométrie.
French.....	7,112	2,468	27,277	3,696	6,428	6,523	53,504	Français.
Spanish.....	—	—	167	—	—	—	167	Espagnol.
German.....	234	—	1,710	97	74	25	2,140	Allemand.
Latin.....	4,204	1,894	35,459	3,039	2,606	4,959	52,161	Latin.
Greek.....	58	30	259	4	—	75	426	Grec.
Zoology.....	—	—	9,383	128	3,892	—	13,403	Zoologie.
Botany.....	3,629	2,441	19,848	802	3,996	2,670	33,386	Botanique.
Chemistry.....	1,741	1,036	9,325	1,294	1,293	4,491	19,180	Chimie.
Physics.....	5,658	1,183	10,278	1,404	5,228	3,143	26,894	Physique.
Book-keeping.....	75	1,245	4,561	434	390	1,110	7,815	Tenue des livres.
Stenography.....	—	—	3,149	348	512	1,135	5,144	Sténographie.
Typewriting.....	—	—	2,941	371	518	1,136	4,966	Dactylographie.
Business Law, etc.....	—	—	—	—	151	598	749	Droit com., etc.
Art.....	4,631	839	16,712	1,413	3,873	3,813	31,281	Arts.
Physical Culture.....	4,074	—	23,792	3,874	3,526	—	35,266	Culture physique.
Commercial.....	—	—	2,649	—	—	—	2,649	Commerce.
Agriculture.....	2,846	—	1,609	525	944	371	6,295	Agriculture.
Manual Training.....	265	—	3,433	—	801	4,329	8,828	Travaux manuels.
Household Science.....	284	—	3,859	38	1,166	—	7,141	Science ménagère.
Art Model School.....	—	—	189	—	—	—	189	Arts (école modèle).
Elementary Science.....	—	—	—	2,683	1,092	—	3,775	Sciences élémentaires.
Music.....	1,015	—	—	853	369	—	2,237	Musique.
Military Drill.....	1,030	—	—	1,348	1,652	—	4,030	Exercices militaires.
Physiology.....	—	881	—	4,117	—	97	5,095	Physiologie.
Pract. Mathematics.....	1,478	—	—	—	—	—	1,478	Mathématiques.
Industrial Work.....	—	—	—	649	—	—	649	Etude prat. des métiers
Total sampled.....	11,039	2,693	46,910	4,798	6,217	8,944	80,601	Total des élèves ainsi classifiés.

57.—Results of Departmental Examinations, 1921-22

57.—Résultats des examens des départements de l'instruction publique, 1921-22

—	N.S. — N.-E.	N.B.	Ont.	Man.	Sask.	Alta.	B.C. — C.-B.	—
GRADE VIII								DEGRÉ VIII
Number promoted by schools	—	—	—	—	1,284	1,590	1,417	Elèves avancés sans examens officiels.
Number examined.....	—	—	36,114	—	6,861	5,328	4,231	Nombre, recourant aux examens.
Number successful.....	—	—	27,560	—	3,694	2,590	2,168	Nombre passant avec succès.
Number who failed.....	—	—	8,554	—	1,883	2,738	2,063	Nombre manquant.
H.S. GRADES, MATRIC, Etc.								SECONDAIRES, Etc.
Number promoted by schools	—	—	See page 110.	2,602	—	3,625	—	Elèves avancés sans examens officiels.
Number examined.....	8,241	1,030	— voir page 110.	7,105	2,300	14,264	2,561	Nombre recourant aux examens.
Number successful.....	4,381	293	—	5,195	946	1,705	1,652	Nombre passant avec succès.
Number conditioned.....	—	368	110.	—	1,236	377	—	Nombre passant sous condition.
Number who failed.....	3,860	369	—	1,910	118	2,182	909	Nombre manquant.

¹A blank space in this table does not necessarily mean that the subject was not taught—it merely means that figures have not been reported.

¹L'espace en blancs dans ce tableau ne signifie pas que cette matière n'était pas enseignée, mais que les chiffres n'ont pas été fournis.

²Exclusive of 230 in May and 308 in September for University Matriculation—Non compris 231 en mai et 328 en septembre pour l'admission universitaire.

53.—Ontario Schools: Subjects of Study in Secondary Schools, and results of examinations, 1921-22
53.—Écoles d'Ontario: Matière d'études dans les écoles secondaires et résultats des examens, 1921-22

Subject	Number ¹ taking Subject Number ² d'élèves	Number at Examinations				Number who passed				Matières
		Nombre recourant aux examens				Nombre passant avec succès				
		L. School Cours infér.	Mid. School Cours moy.	Up. School Cours supér.	Total	L. School Cours infér.	Mid. School Cours moy.	Up. School Cours supér.	Total	
English Grammar.....	16,663	10,522	—	—	10,522	9,101	—	—	9,101	Grammaire anglaise.
English Composition.....	45,806	10,781	2,178	—	13,314	313	9,983	2,165	12,466	Composition anglaise.
English Literature.....	45,988	305	2,125	—	13,135	194	9,579	1,431	11,704	Littérature anglaise.
Can. History.....	19,697	10,671	10,705	—	10,671	7,229	—	—	7,229	Histoire Can.
Brit. History.....	13,235	11,582	—	—	11,582	—	9,642	—	9,642	Histoire brit.
Anc. History.....	7,823	7,834	—	—	7,834	—	5,875	—	5,875	Histoire an.
Geography.....	17,811	9,998	—	—	9,998	9,117	—	—	9,117	Géographie.
Physical Geography.....	12,745	7,772	—	—	7,772	6,028	—	—	6,028	Physiographie.
Arithm. and Mens.....	16,902	9,632	—	—	9,632	7,536	—	—	7,536	Arith-mét et mens.
Algebra.....	37,976	482	9,441	1,763	12,186	276	6,374	1,226	8,160	Algèbre.
Geometry.....	23,647	207	8,087	1,782	10,076	169	6,580	1,420	8,160	Géométrie.
Gen. History.....	1,631	—	—	1,197	1,197	—	—	—	1,194	— Histoire gen.
Trigonometry.....	—	—	—	1,591	1,591	—	—	1,419	1,419	Trigonométrie.
French Authors.....	27,277	—	5,401	1,876	7,277	—	4,391	1,827	6,218	Auteurs françaises.
Fr. Comp.....	—	5,583	1,881	—	7,464	—	4,392	1,356	5,748	Comp. française.
Span. Authors.....	167	85	—	—	85	—	56	—	56	Auteurs espagnols.
Span. Comp.....	—	88	—	—	88	—	70	—	70	Composition espagnole.
German Authors.....	—	365	172	—	537	—	365	172	537	Auteurs allemands.
Grm. Comp.....	1,711	—	337	166	523	—	264	153	417	Composition allemande.
Lat. Authors.....	—	6,661	1,092	—	7,753	—	4,512	910	5,422	Auteurs lat.
Lat. Comp.....	35,459	—	5,756	1,088	6,844	—	3,689	703	4,392	Composition lat.
Gr. Authors.....	259	—	138	44	172	—	82	38	120	Auteurs grecs.
Gr. Comp.....	—	121	—	32	153	—	89	26	115	Composition grecque.
Zoology.....	9,383	7,727	—	470	8,197	7,363	—	394	7,757	Zoologie.
Botany.....	19,848	15,383	—	457	15,840	13,528	—	334	13,915	Botanique.
Chemistry.....	9,825	—	7,878	515	8,393	—	6,306	463	6,769	Chimie.
Physics.....	10,278	—	9,152	635	9,787	—	6,793	601	7,394	Physiques.
Art.....	16,722	13,014	—	—	13,014	11,623	—	—	11,623	Art.
Total Enrol ²	54,870	20,350	19,115	4,156	43,601	—	—	—	—	Total ²
Lower School.....	40,972	—	—	—	—	—	—	—	—	Cours inférieur.
Middle School.....	11,560	—	—	—	—	—	—	—	—	Cours moyen.
Upper School.....	2,338	—	—	—	—	—	—	—	—	Cours supérieur.

¹In Secondary Schools only.—²Dans les écoles secondaires.

³In Secondary grades of Secondary Schools and "fifth classes" of Public and Separate Schools. The number of pupils taking the subjects in these classes are not given, but they are, no doubt, represented among the candidates enumerated above. The number of pupils in Secondary Schools only were: Total, 46,910; Lower School, pt. 1, 19,375; Lower School, pt. 2, 13,639; Middle School, 11,560; Upper School, 2,338.

⁴Dans les degrés secondaires des écoles secondaires et les "5^{ème} classes" des écoles publiques et séparées: on ne donne pas le nombre d'élèves étudiant les matières dans les "5^{ème} classes," mais sans doute ceux-ci se trouvent parmi les "candidates" au dessus voilà le nombre d'élèves dans les écoles secondaires en 1921-22. Total, 46,910; Cours inférieur 1, 19,375; Cours inférieur 2, 13,639; Cours moyen, 11,560; Cours supérieur, 2,338.

59.—Ontario Schools: Occupation of Parents of Pupils in Secondary Schools including Day Vocational Schools, 1900-1922

59.—Ecoles d'Ontario: Occupations des Parents des élèves dans les écoles secondaires—y compris les écoles du jour des travaux manuels 1900-1922.

Year — Année	Commerce	Agriculture	Professions	Mechanical Occupations Métiers mécaniques	Laboring Occupations Travaux manuels	Other callings Autres occupations	Without occupations — Sans occupations	Total
1900	5,448	6,221	1,953	5,054	—	—	1,788	20,464
1901	5,984	6,747	2,144	5,862	—	—	1,786	21,749
1902	6,477	7,482	2,311	6,052	—	—	2,150	23,525
1903	6,941	8,004	2,504	6,491	—	—	1,782	23,997
1904	7,645	8,516	2,604	7,099	—	1,845	—	27,709
1905	7,491	8,386	2,680	6,303	2,151	1,650	—	29,261
1906	7,853	8,602	2,831	5,813	2,492	1,801	—	29,392
1907	7,974	8,767	2,842	6,187	2,630	1,931	—	30,331
1908	8,242	8,907	2,989	6,613	2,798	2,363	—	31,922
1909	8,623	9,206	3,036	6,902	3,147	2,187	—	33,101
1910	8,454	9,166	3,161	6,961	2,850	2,020	—	32,612
1911	8,406	11,714	2,901	6,981	2,696	3,796	1,486	37,980
1912	8,209	12,034	2,848	6,745	2,964	3,971	1,596	38,363
1913	7,923	12,384	2,913	7,000	2,973	4,328	1,799	39,290
1914	8,564	13,281	3,009	8,067	3,176	4,446	1,992	42,535
1915	9,268	14,490	3,085	8,105	3,551	4,705	2,022	44,226
1916-17	6,899	11,167	2,218	6,219	2,648	3,442	1,322	34,115
1917-18	7,158	11,142	2,297	6,336	2,258	3,738	1,272	36,250
1918-19	8,314	11,140	2,509	7,605	2,597	4,295	1,577	37,937
1919-20	8,710	11,424	2,410	8,170	3,123	5,228	1,692	41,471
1920-21	9,397	12,131	2,614	8,852	3,559	4,832	1,608	42,744
1921-22	11,412	14,163	2,787	11,059	4,629	6,085	2,019	52,255

60.—Ontario Schools: Destination of Pupils in Secondary Schools, 1900-1922

60.—Ecoles d'Ontario: Destination des élèves dans les écoles secondaires, 1900-1922

Year — Année	Commerce	Agriculture	Professions	Mechanical occupations Métiers mécaniques	Other occupations — Autres occupations	Other Contin- uation or High Schools — Autres écoles de continuation ou High Schools	Without occupations — Sans occupations	Total
1900	1,331	757	1,887	—	1,894	—	—	5,869
1901	1,300	833	1,900	—	1,779	—	—	5,812
1902	1,573	743	1,943	—	1,814	—	—	5,973
1903	1,805	844	1,900	—	2,291	—	—	6,840
1904	1,834	1,067	1,979	—	2,406	—	—	7,030
1905	1,949	859	2,166	—	2,900	—	—	7,874
1906	2,229	779	2,448	—	2,935	—	—	8,391
1907	1,982	803	2,285	—	3,088	—	—	8,158
1908	1,695	884	2,257	—	3,275	—	—	8,121
1909	2,178	855	1,860	531	1,872	—	1,528	8,924
1910	2,164	1,089	2,132	—	3,292	—	—	8,677
1911	2,388	1,057	2,270	—	3,321	—	—	9,036
1912	2,394	856	2,244	646	2,407	—	1,856	10,511
1913	2,428	855	2,209	609	2,241	—	1,809	10,368
1914	2,106	777	2,354	594	1,557	994	1,471	10,065
1915	1,899	819	1,989	435	1,082	1,072	1,676	9,688
1916-17	2,031	981	2,277	747	2,204	1,208	1,295	11,046
1917-18	3,008	1,335	1,916	863	2,734	1,280	1,779	12,417
1918-19	2,980	1,557	2,107	746	2,221	1,291	1,171	12,467
1919-20	3,061	1,582	1,878	739	2,160	1,407	1,226	12,428
1920-21	3,187	1,242	1,948	737	1,705	1,556	1,271	11,815
1921-22	3,697	1,322	2,107	876	2,044	1,968	1,540	13,855
1922	2,243	1,328	2,076	715	1,675	1,897	1,382	11,226

61.—Publicly Controlled Schools in Canada: Comparative Number of Boys and Girls doing work of Secondary Grade in five Provinces

61.—Ecoles du Canada placées sous le contrôle public: Nombre comparatif de garçons et de filles dans les degrés secondaires dans cinq provinces

Year—Année	N.S.—N.-E.		Ontario		Manitoba		Saskatchewan		Alberta		B.C.—C.-B.	
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.
1901.....	—	—	10,869	11,654	—	—	—	—	—	—	215	369
1902.....	—	—	11,629	12,843	—	—	—	—	—	—	313	471
1903.....	—	—	11,988	13,734	—	—	—	—	—	—	316	540
1904.....	2,496	4,499	12,718	14,991	—	—	—	—	—	—	381	600
1905.....	2,732	4,554	13,035	15,626	—	—	—	—	—	—	433	657
1906.....	2,775	4,864	13,336	16,056	—	—	—	—	—	—	413	763
1907.....	2,792	4,854	13,799	16,532	—	—	—	—	—	—	432	823
1908.....	2,985	4,928	14,731	17,181	—	—	335	399	—	—	613	857
1909.....	3,076	5,048	15,776	17,325	—	—	504	643	—	—	812	997
1910.....	3,181	5,476	15,196	17,416	—	—	623	805	—	—	919	1,122
1911.....	3,211	5,463	17,073	20,907	—	—	766	927	—	—	940	1,048
1912.....	3,132	5,536	17,345	21,022	—	—	885	1,129	—	—	973	1,178
1913.....	3,175	5,461	17,718	21,572	—	—	1,028	1,326	—	—	1,232	1,448
1914.....	3,216	5,687	19,475	23,060	—	—	1,304	1,622	—	—	1,414	1,593
1915.....	3,436	6,041	20,508	24,718	—	—	1,545	2,033	—	—	1,844	2,068
1916.....	3,466	6,260	—	—	—	—	1,566	2,283	—	—	2,260	2,510
1917.....	3,051	6,037	14,318	19,597	—	—	1,445	2,441	—	—	2,074	2,767
1918.....	3,082	6,115	14,342	19,859	—	—	1,533	2,561	—	—	2,151	2,999
1919.....	3,024	6,114	15,095	20,643	—	—	1,910	2,841	—	—	2,392	3,414
1920.....	3,313	6,178	16,682	21,480	—	—	2,492	3,425	—	—	2,826	3,810
1921.....	3,425	6,280	17,525	22,426	3,524	5,091	2,494	3,423	3,088	4,421	3,093	4,166
1922.....	4,202	6,937	21,408	25,502	—	—	2,423	3,204	4,707	6,055	3,788	4,846

62.—Ontario Continuation Schools: Distribution of Pupils by Age, Sex and Grade, Calendar year, 1922

62.—Ecoles de continuation de l'Ontario: Répartition des élèves par âge, sexe et degré, 1922

Age	Lower School—Cours inférieur				Middle School		Total		
	Form I		Form II		Cours moyen		Boys Garçons	Girls Filles	Total
	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles			
	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles	Total
10.....	—	1	—	—	—	—	—	1	1
11.....	5	5	—	—	—	—	5	5	10
12.....	47	71	8	6	—	—	55	77	132
13.....	202	245	41	44	1	2	244	291	535
14.....	417	515	106	198	10	11	533	724	1,257
15.....	596	551	226	384	80	100	702	1,035	1,737
16.....	296	356	244	451	153	269	693	1,076	1,769
17.....	110	119	176	241	182	303	468	663	1,131
18.....	32	29	42	88	146	240	220	357	577
19.....	5	9	17	24	73	100	95	133	223
20.....	2	5	2	11	26	30	30	46	76
21.....	3	2	5	2	27	13	35	17	52
Total.....	1,515	1,908	867	1,449	698	1,068	3,080	4,425	7,505

63.—Ontario Collegiate Institutes and High Schools: Distribution of Pupils by Age, Sex and Grade, Calendar Year, 1922

63.—Instituts collégiaux et "High Schools" de l'Ontario: Répartition des élèves par âge, sexe et degré, 1922

Age	Lower School—Cours inférieur				Middle School		Upper School		Total		
	Form I		Form II		Cours moyen		Cours supérieur		Boys Garçons	Girls Filles	Total
	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles			
	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles	Total
10.....	2	1	—	—	—	—	—	—	2	1	3
11.....	19	16	—	—	—	—	—	—	19	16	35
12.....	204	232	9	16	—	—	—	—	213	248	461
13.....	1,056	1,216	140	143	8	3	—	—	1,204	1,362	2,558
14.....	2,128	2,540	635	826	94	78	—	—	2,858	3,448	6,306
15.....	2,202	2,436	1,367	1,803	438	503	26	4	4,033	4,767	8,800
16.....	1,336	1,374	1,410	1,956	1,160	1,256	101	135	4,007	4,721	8,728
17.....	465	438	815	1,142	1,270	1,502	270	304	2,820	3,386	6,206
18.....	111	100	335	445	962	1,076	262	336	1,774	1,957	3,721
19.....	21	28	91	100	430	478	179	804	785	1,589	2,374
20.....	7	8	24	32	190	172	150	63	371	275	646
21.....	5	5	18	16	114	60	86	30	223	111	334
Total..	7,556	8,394	4,844	6,479	4,666	5,128	1,262	1,076	18,328	21,077	39,405

64.—Saskatchewan Collegiate Institutes and High Schools: Distribution¹ of Pupils by Age, Sex and Grade, 192264.—Instituts collégiaux et "High Schools" de la Saskatchewan: Répartition¹ des élèves par âge, sexe et degré, 1922

Age	IX		X		XI		XII		Total Sec.			VIII			Total		
	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	T.	B.-G.	G.-F.	T.	B.-G.	G.-F.	T.
10.....	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
11.....	1	1	-	-	-	-	-	-	1	1	-	-	4	5	5	6	11
12.....	10	14	3	-	-	-	-	-	13	14	27	19	30	49	32	44	76
13.....	86	123	8	15	-	-	-	-	94	139	233	116	136	252	210	275	485
14.....	224	246	48	52	8	13	-	3	280	314	594	128	132	260	408	446	854
15.....	218	335	129	179	35	70	3	8	385	552	967	83	82	165	468	674	1,142
16.....	137	196	161	201	103	147	28	3	489	579	1,008	26	38	64	455	617	1,072
17.....	62	102	91	131	134	203	38	70	325	506	831	10	11	21	335	517	852
18.....	21	45	65	65	76	143	47	67	209	320	529	3	2	5	212	322	534
19.....	5	11	14	21	61	86	32	41	112	159	271	1	-	1	113	159	272
20.....	3	2	10	1	24	37	8	21	55	61	116	1	1	2	56	62	118
21.....	37	8	12	3	57	52	23	18	129	81	210	-	-	-	129	81	210
Total..	804	1,083	541	668	498	752	189	263	2,092	2,755	4,788	391	438	829	2,423	3,204	5,627

65.—Alberta Schools: Distribution¹ of Pupils in Secondary class-rooms² by Sex, Grade and Age, 192265.—Écoles de l'Alberta: Répartition¹ des élèves dans les classes secondaires par sexe, degré et âge, en 1922

Age	IX		X		XI		XII		Total		
	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	Total
12.....	12	17	1	-	-	-	-	-	13	17	30
13.....	72	111	15	13	3	-	-	-	90	124	214
14.....	233	396	46	75	5	6	-	-	284	477	761
15.....	391	528	179	250	43	40	4	8	617	826	1,443
16.....	242	359	201	369	97	168	31	38	571	934	1,505
17.....	107	132	158	283	118	228	43	74	426	717	1,143
18.....	38	46	82	120	87	161	47	69	254	396	650
19.....	13	6	29	32	56	64	31	42	129	144	273
20.....	5	3	11	12	16	25	14	18	46	58	104
21.....	8	3	14	6	20	13	16	14	58	36	94
Total.....	1,121	1,601	736	1,160	445	705	186	263	2,488	3,729	6,217

6.—RURAL SCHOOL ORGANIZATION

6.—L'ORGANISATION DES ÉCOLES RURALES

66.—Rural Schools in Canada, 1922—Écoles rurales au Canada, 1922

—	Schools — Ecoles	Rooms — Salles de classe	Pupils — Elèves	Av. Att. — moy. freq.	—
P.E.I.—					
One-roomed schools.....	415	415	11,753	7,426	I.P.-E.— Écoles à classe unique.
Graded schools.....	40	83	-	-	Écoles à classes multiples.
Poor districts receiving aid.....	-	-	2,390	1,653	Districts pauvres.
N.S.—					
One-roomed schools.....	1,163	1,163	42,138	-	N.-E.— Écoles à classe unique.
Graded schools.....	-	-	24,006	-	Écoles à classes multiples.
Poor districts receiving aid.....	279	-	-	-	Districts pauvres.
N.B.—					
One-roomed schools.....	1,208	1,208	34,980	-	N.-B.— Écoles à classe unique.
Graded schools.....	-	-	-	-	Écoles à classes multiples.
Poor districts receiving aid.....	414	-	-	-	Districts pauvres.
Ont.—					
All rural schools—					Ont.— Toutes écoles rurales—
Total.....	5,922	-	235,751	150,898	Total.
Public.....	5,548	-	215,585	137,605	Publiques.
Separate.....	-	-	20,166	13,293	Séparées.
Graded schools.....	374	-	-	-	Écoles multiples.
Ungraded schools.....	-	-	-	-	Écoles à classe unique.
Consolidated schools.....	16	-	2,031	1,544	Écoles centralisées.
Rural children:					No. d'enfants des fermes:
In continuation schools.....	-	-	3,841	-	Dans écoles de "continuation."
In Collegiate Institutes and H.S.....	-	-	10,119	-	Dans instituts collégiaux et H.S.

B.=Boys. G.=Girls. T.=Total. G.=Garçons. F.=Files. T.=Total.

¹These figures are already included in the tables in previous sections.²Inclus avec les chiffres de sections 2, 3 et 4.³Reported from 50 city and town schools—Chiffres de 50 écoles des cités et villes.

66.—Rural Schools in Canada, 1922—Con.—Écoles rurales au Canada, 1922—Fin.

	Manitoba			Saskatchewan			Alberta			
	Rural Municipal districts — Munic. rurales	Consolidations — Centralisations	Rural graded schools — Ecoles à classes multiples rurales	Rural Municipal districts — Munic. rurales	Consolidations — Centralisations	Rural graded schools — Ecoles à classes multiples rurales	Rural Municipal districts — Munic. rurales	Consolidations — Centralisations	Rural graded schools — Ecoles à classes multiples rurales	
Number.....	1	106	134	—	39	—	—	50	50	Nombre.
No. of schools.....	8	106	—	—	39	46	—	68	50	N° d'écoles.
No. of graded classrooms.....	13	340	394	—	108	99	—	166	115	N° de classes multiples.
No. of pupils.....	469	12,948	15,070	—	3,936	3,618	—	6,571	4,055	N° de classe unique.
No. of pupils in graded classrooms.....	403	12,254	15,070	—	3,833	—	—	6,010	4,055	N° d'élèves dans les classes multiples.
Average attendance.....	367	9,418	10,161	—	2,765	2,130	—	4,658	2,413	Fréq. moyenne.
No. of Gov. vans.....	—	—	—	—	189	—	—	—	—	N° de vans du gov.
No. of other vehicles.....	32	335	—	—	49	—	—	193	—	N° d'autres voitures.
No. employing a dental officer.....	—	—	6	—	—	—	—	—	—	N° avec un dentiste.
No. employing a school nurse.....	—	9	55	—	—	—	—	—	—	N° avec infirmière.
No. of specialists:										N° d'instituteurs:
Agricultural.....	—	—	—	—	—	—	—	—	—	pour agriculture.
Manual tr. & D. Sc.	—	1	11	—	—	—	—	—	—	pour trav. man.
No. of school gardens.....	—	—	225	—	25	5	—	—	—	N° de jardins scol.

For discussions and historical notes on consolidation in each province, see pages 17, 20, 24, 30, 36, 44, 50 and 52. Among the devices other than consolidation for furthering education in rural communities, should be included: aid to poor sections and districts in Nova Scotia, New Brunswick and Prince Edward Island (see table 66); continuation schools and fifth classes in Ontario (see tables 2 and 55, pages 80 and 108 and also page 30 of part I); rural graded schools in the western provinces (see above table 66); rural secondary schools in Alberta (see page 50), rural municipality schools (see above, table 66 for Manitoba, and table 67 for British Columbia to which latter attention is particularly called as it shows the development of rural municipality schools in this province since their origin in 1906.) The following striking figures comparing results of consolidated schools and rural ungraded schools in Manitoba, the province which has made the greatest headway in consolidation, are based upon table 52, page 94. If a similar analysis of the figures of consolidated and other rural schools in Saskatchewan (see tables 37 and 43, pages 101 and 103), is made, similar results will be noticeable.

Pour comparaison et notes historiques sur la centralisation scolaire dans chaque province, voir pages 17, 20, 24, 30, 36, 44, 50 et 52. Au nombre des mesures, autres que la consolidation, adoptées pour l'avancement de l'enseignement dans les milieux ruraux, il faut mentionner: l'aide aux districts pauvres de la Nouvelle-Ecosse, du Nouveau-Brunswick et de l'Île du Prince-Édouard (voir tableau 66); écoles de continuation et cinquièmes classes de l'Ontario, (voir tableau 2 et 55, pp. 80 et 108) et p. 30 de partie I); écoles rurales à classes multiples dans les provinces de l'ouest (voir tableau ci-dessus); écoles rurales secondaires de l'Alberta (voir page 50); écoles des municipalités rurales (voir tableau ci-dessus 66 pour Manitoba, et tableau 67 pour Colombie Britannique sur lesquelles il convient d'appeler spécialement l'attention parce qu'elles démontrent les progrès des municipalités scolaires municipales de cette province depuis leur origine en 1906). Les chiffres ci-dessous, montrant d'une manière frappante les résultats comparés des écoles centralisées et des écoles rurales à classe unique du Manitoba, province qui a fait le plus de chemin dans la voie de la centralisation, sont basés sur le tableau 37, p. 94. Une analyse semblable des statistiques des écoles centralisées et autres de la Saskatchewan, (voir tableau 37, p. 101) donne des résultats similaires.

66A.—Manitoba Schools: Comparative figures for consolidated and rural ungraded schools, 1921
66A.—Écoles Manitoba: Chiffres comparatifs entre les écoles centralisées et écoles à classe unique, 1921

	Consolidated schools	Ungraded schools		Consolidated schools	Ungraded schools
	Ecoles centralisées	Ecoles à classe unique		Ecoles centralisées	Ecoles à classe unique
P.c. of enrolment above the age of 14 years—P.c. d'élèves inscrits au-dessus de 14 ans.....	21.7	12.2	Median Grade of boys at the age of 13 years—Degré moyen de garçons à l'âge de 13 ans.....	6.76	5.53
P.c. of enrolment of boys above the age of 14 years—P.c. de garçons inscrits au-dessus de 14 ans.....	20.1	12.6	P.c. of enrolment 7 to 13 years retarded 1 year—P.c. inscrits de 7-13 ans retardé d'un an.....	19.9	24.6
P.c. of enrolment beyond Grade VI—P.c. inscrits au-dessus degré VI.....	25.2	9.4	P.c. of enrolment retarded 2 years—P.c. inscrits retardé de deux ans.....	5.9	12.6
P.c. of enrolment of boys beyond Grade VI—P.c. de garçons inscrits au-dessus degré VI.....	21.6	8.5	P.c. of enrolment retarded 3 years or more—P.c. inscrits retardé de 3 ans ou plus.....	1.8	7.1
Median Grade at the age of 7 years—Degré moyen à l'âge de 7 ans.....	1.60	1.60	Total p.c. retarded—Total p.c. retardé.....	27.6	44.3
Median Grade at the age of 8 years—Degré moyen à l'âge de 8 ans.....	2.20	2.00	P.c. of enrolment 7 to 13 years accelerated 1 year—P.c. inscrits de 7 à 13 ans avancé d'un an.....	22.2	15.4
Median Grade at the age of 9 years—Degré moyen à l'âge de 9 ans.....	3.25	2.87	P.c. of enrolment 7 to 13 years accelerated 2 years—P.c. inscrits de 7 à 13 ans avancé de 2 ans.....	8.3	4.9
Median Grade at the age of 10 years—Degré moyen à l'âge de 10 ans.....	4.17	3.58	P.c. of enrolment 7 to 13 years accelerated 3 years or more—P.c. inscrits de 7 à 13 ans avancé de 3 ans ou plus.....	3.3	1.0
Median Grade at the age of 11 years—Degré moyen à l'âge de 11 ans.....	5.10	4.38	Total p.c. accelerated—Total p.c. avancé.....	33.8	21.3
Median Grade at the age of 12 years—Degré moyen à l'âge de 12 ans.....	5.98	4.98	Median age of Grade VIII—Age moyen du degré VIII.....	14.18	15.12
Median Grade at the age of 13 years—Degré moyen à l'âge de 13 ans.....	7.01	5.67	Median age of Grade IX—Age moyen du degré IX.....	14.64	15.82
Median Grade at the age of 14 years—Degré moyen à l'âge de 14 ans.....	7.91	6.12			

67.—Rural Municipality Schools in British Columbia, Statistics of, since the year of their organization, (1906)—
Écoles des Municipalités rurales de la Colombie Britannique, Statistiques depuis leur fondation en 1906

Year — Année	Number of Schools — Ecoles	Number of Divisions — Classes	Enrolment			Daily Average Attendance — Freq. moyenne		Graded Schools — Ecoles à classes multiples		
			B. — G.	G. — F.	Total	Actual Number — Nombre	P.c. of enrol- ment — p.c.	Number of Schools — Ecoles	Number of Divisions — Classes	Number of Pupils* — Elèves
1906.....	127	158	2,958	2,717	5,675	3,369	59.3	21	52	2,264
1907.....	131	165	3,157	2,914	6,071	3,795	62.4	22	56	2,425
1908.....	139	233	3,652	3,372	7,024	4,531	64.0	32	92	3,692
1909.....	155	233	4,090	3,771	7,861	5,196	66.1	37	113	4,402
1910.....	153	263	4,879	4,493	9,372	6,252	66.7	44	154	6,181
1911.....	155	315	5,747	5,427	11,174	7,949	71.1	49	206	8,173
1912.....	162	382	7,031	6,542	13,573	10,119	74.5	62	280	10,603
1913.....	181	452	7,812	7,342	15,154	11,994	78.8	75	343	12,126
1914.....	190	472	8,034	7,724	15,758	13,031	82.6	88	369	13,190
1915.....	191	478	7,870	7,480	15,350	12,215	79.5	90	377	12,399
1916.....	194	478	7,755	7,550	15,305	12,259	80.0	90	373	12,753
1917.....	198	502	8,201	8,081	16,282	13,013	79.9	91	394	13,880
1918.....	193	522	9,036	8,833	17,869	14,084	78.6	94	422	15,413
1919.....	182	557	10,028	9,636	19,724	15,250	77.3	96	471	17,776
1920.....	183	609	11,521	10,801	22,322	16,972	76.0	103	507	20,092
1921.....	180	678	12,641	11,730	24,371	20,906	85.8	114	597	22,252
1922.....										

Year — Année	Grade of Pupils — Degrés des élèves						Special Subjects Taken — Matières spéciales enseignées			
	I	II	III-IV	V-VI	VII-VIII	IX-X	Manual Training — Trav. man.		Domestic Science — Sc. ménag.	
							No. of Divisions — Classes	No. of Pupils — Elèves	No. of Divisions — Classes	No. of Pupils — Elèves
1906.....										
1907.....	1,205	1,142	876	1,025	1,427	—	—	—	9	168
1908.....	1,296	1,373	870	1,067	1,465	—	—	—	9	211
1909.....	1,425	1,513	876	1,287	1,823	—	—	—	2	76
1910.....	1,681	1,734	1,036	1,502	1,908	—	—	—	8	174
1911.....	2,090	2,144	1,196	1,749	2,193	—	—	—	1	8
1912.....	2,646	2,536	1,537	2,089	2,293	73	1	22	2	55
1913.....	2,991	3,411	2,085	2,583	2,462	41	23	1,013	5	144
1914.....	3,145	3,557	2,446	3,317	2,622	67	34	1,407	12	930
1915.....	2,907	3,639	2,594	3,683	2,892	43	56	1,744	33	1,337
1916.....	2,614	3,291	2,537	3,824	2,983	91	58	1,863	51	1,670
1917.....	2,743	2,750	2,787	3,864	3,062	99	82	2,199	68	2,286
1918.....	2,873	2,810	2,766	4,597	3,142	94	172	2,482	154	2,460
1919.....	3,525	3,068	2,982	4,889	3,348	57	178	2,668	156	2,677
1920.....	3,833	3,315	3,228	5,389	3,920	39	165	2,653	155	2,667
1921.....	3,949	4,122	3,617	6,074	4,545	11	191	3,130	186	3,245
1922.....	4,076	4,126	4,209	6,622	5,313	29	210	3,580	189	3,337

7.—VOCATIONAL AND OTHER MANUAL EDUCATION

7.—TRAVAUX MANUELS, ENSEIGNEMENT

68.—Agricultural Education in Canada, 1922—Enseignement d'agriculture au Canada, 1922

Province	Work taken with Ordinary School Grades	Work in Special Institutions	Short courses at Universities and Colleges	Correspondence	Work of College Grade	Gardens — Jardins		School Fairs	Boys' and Girls' Clubs	Province
	Dans écoles primaires	Dans écoles spéciales	Cours abrégés	Correspondance	Cours rég. au collège	Home Individuel	School — scolaire	Foires scolaires	Clubs des garçons et filles	
P.E.I.—										I. P.-E.—
No. of Institutions or classes.	148	1	—	—	—	—	—	48	—	No. d'institutions ou classes.
No. of Instructors M.	—	1	—	—	—	—	—	—	—	H. No. d'instituteurs
	—	1	—	—	—	—	—	(Schls) —	—	F. —
No. of Pupils	11,454	29	—	—	—	—	—	255	—	T. —
N.S.—								4,876	—	No. d'élèves
No. of Institutions or classes.	—	14	2	—	1	200	5,000	240	250	N.-E.—
No. of Instructors M.	—	8	12	—	12	10	—	—	—	No. d'institutions ou classes.
F.	—	—	—	—	—	190	—	—	—	H. No. d'élèves
T.	—	8	12	—	12	200	400	—	—	F. —
No. of Pupils M.	—	—	150	—	44	—	—	—	—	T. —
F.	—	—	10	—	—	—	—	—	—	H. No. d'étudiants.
T.	—	3,600	160	—	44	6,000	1,500	10,000	5,000	F. —
Quebec—										T. —
No. of Institutions or classes.	—	1	1	—	3	—	1,459	—	—	Québec—
No. of Instructors M.	—	36	33	—	74	—	—	—	—	No. d'institutions ou classes.
No. of Pupils M.	—	347	—	—	147	—	8,305	—	—	H. No. d'instituteurs
F.	—	—	—	—	—	—	13,683	—	—	H. No. d'élèves
T.	—	347	67	—	147	—	21,988	—	—	F. —
Ontario—										T. —
No. of Institutions or classes.	2,047	3	1	—	1	20,377	—	—	—	Ontario—
No. of Instructors....	—	231	—	—	—	—	—	—	—	No. d'institutions ou classes.
No. of Pupils	72,309	2151	1,050	—	544	1,251	823	—	—	No. d'instituteurs.
Manitoba—										No. d'élèves
No. of Institutions or classes.	2	—	1	1	1	—	—	206	230	Manitoba—
No. of Instructors M.	—	—	31	4	30	—	—	—	—	No. d'institutions ou classes.
F.	—	—	1	—	—	—	—	—	—	H. No. d'instituteurs
T.	—	—	32	4	30	—	—	—	—	F. —
No. of Pupils M.	550	—	267	61	316	—	—	—	—	T. —
T.	550	—	267	61	316	—	—	31,000	37,752	H. No. d'élèves
Sask.—										T. —
No. of Institutions or classes.	—	—	164	160	—	1,500	1,000	206	54	Sask.—
No. of Instructors M.	—	—	10	11	22	—	—	—	—	No. d'institutions ou classes.
F.	—	—	—	—	1	—	—	—	—	H. No. d'instituteurs
T.	—	—	10	11	23	—	—	—	—	F. —
No. of Pupils M.	—	—	231	—	155	—	—	—	—	T. —
F.	—	—	4	—	—	—	—	—	—	H. No. d'élèves
T.	—	—	235	14,778	155	2,500	10,000	30,570	2,537	F. —
Alta—										T. —
No. of Institutions or classes.	—	—	—	—	1	—	—	129	54	Alta—
No. of Instructors M.	—	—	—	—	23	—	—	8	—	No. d'institutions ou classes.
F.	—	—	—	—	2	—	—	7	—	H. No. d'instituteurs
T.	—	—	—	—	25	—	—	15	—	F. —
No. of Pupils	—	—	—	—	89	—	—	24,000	1,030	T. —
B.C.—										No. d'élèves
No. of Institutions or classes.	12	—	—	—	1	50	150	15	—	C.-B.—
No. of Instructors M.	9	—	—	—	—	—	—	—	—	No. d'institutions ou classes.
F.	1	—	—	—	—	—	—	—	—	H. No. d'instituteurs
T.	10	—	—	—	—	—	—	—	—	F. —
No. of Pupils M.	200	—	—	—	64	—	—	—	—	T. —
F.	250	—	—	—	5	—	—	—	—	H. No. d'élèves
T.	450	—	—	—	69	600	4,000	—	—	F. —
										T. —

1Not including 7 instructors in Agriculture and a number of students at Normal Schools.

1Y exclus 7 instructeurs de l'agriculture et leurs élèves aux écoles normales.

3.—Quebec Schools, Number of Instructors and pupils or students in Special Vocational Schools, 1922

69.—Écoles de Québec, Nombre d'instituteurs et élèves dans écoles pratiques, 1922

Institutions	Instructors — Instituteurs	Other employees — Autres employés	Enrolment	Average Attendance — Présence moyenne	Certificates granted — Diplômes accordés	Institutions
Technical Schools:						Ecoles techniques:
Day Classes.....	—	—	736	—	48	Cours du jour.
Night Classes.....	—	—	1,280	934	222	Cours du soir.
Special Day Classes.....	—	—	224	204	87	Cours spéciaux.
Total.....	29	54	2,240	1,138	357	Total.
Schools of Higher Commercial Studies:						Ecoles des Hautes études Commerciales:
Day Classes.....	—	—	119	112	—	Cours du jour.
Night Classes: reg.	—	—	35	25	—	Cours du soir: rég.
others.....	—	—	123	98	—	autres.
Total.....	43	—	277	235	—	Total.
Agricultural Schools:						Ecoles d'agriculture:
Regular Course.....	—	—	152	147	—	Cours réguliers.
Practical Course.....	—	—	95	70	—	Cours pratiques.
Partial Course.....	—	—	9	9	—	Cours partiels.
Winter Course.....	—	—	22	18	—	Cours d'hiver.
Short or Special.....	—	—	315	315	—	Cours abrégés.
Total.....	177	—	593	559	42	Total.
Dairy School:						Ecoles laitières:
English Course (Dec.).....	—	—	11	—	—	Cours anglais (Déc.)
French Course (Jan. Feb. and Mar.).....	—	—	328	—	—	Cours français (Jan., fév. et mars.)
Inspectors' course.....	—	—	20	—	—	Cours des inspecteurs.
Total.....	19	—	359	—	326	Total.
Domestic Science Schools.....	—	—	10,072	—	—	Ecoles ménagères.
School Gardens.....	—	—	21,988 ¹	—	—	Jardins scolaires.
Night Schools.....	199	—	6,452	3,687	—	Ecoles du soir.
Schools of Arts and Trades.....	—	—	3,319	1,548	—	Ecoles des arts et métiers.
Dress-cutting and making Schools.....	—	—	—	—	—	Ecoles de coupe et de couture.

70.—Ontario Schools: Number of Pupils or Students in Vocational Schools or taking special cultural subjects in ordinary Schools, 1922

70.—Écoles d'Ontario: Nombre d'élèves suivant les cours manuels

A. PUPILS INCLUDED WITH THE ENROLMENT IN ORDINARY DAY SCHOOLS
A. ÉLÈVES COMPRIS AVEC L'INSCRIPTION DES ÉCOLES ORDINAIRES DU JOUR

	Agriculture	Manual Training — Travaux manuel	Household Science — Science ménagère	Commercial Subjects — Matières commerciales	
Public Schools:					Ecoles publiques:
Rural Schools.....	48,671	15,340	8,310	576	Ecoles rurales.
City Schools.....	7,554	97,295	62,286	1,528	Ecoles des cités.
Town Schools.....	4,060	5,656	2,035	2	Ecoles des villes.
Village Schools.....	3,000	2,316	606	37	Ecoles des villages.
Total.....	63,285	120,607	73,237	2,143	Total.
R. C. Separate Schools:					Ecoles Separées Catholiques:
Rural Schools.....	2,385	579	714	7	Ecoles rurales.
City Schools.....	3,543	256	1,309	255	Ecoles des cités.
Town Schools.....	1,288	1,828	141	41	Ecoles des villes.
Village Schools.....	199	131	30	—	Ecoles des villages.
Total.....	7,415	2,794	2,194	303	Total.
Total Schools:					Total:
Rural Schools.....	51,056	15,919	9,024	583	Ecoles rurales.
City Schools.....	11,097	97,551	63,595	1,783	Ecoles des cités.
Town Schools.....	5,348	7,484	2,176	43	Ecoles des villes.
Village Schools.....	3,199	2,447	636	37	Ecoles des villages.
Continuation Schools.....	186	43	91	32	Ecoles de continuation.
High Schools.....	1,063	140	333	745	"High Schools".
Collegiate Institutes.....	355	3,250	3,345	1,872	Instituts collégiaux.
Total.....	72,309	126,834	79,200	5,095	Total.

¹1,459 gardens—1,459 jardins.

70.—Ontario Schools: Number of Pupils or Students in Vocational Schools or taking special cultural subjects in ordinary Schools, 1922—Con.

70.—Écoles d'Ontario: Nombre d'élèves suivant les cours manuels—Fin.

B. SCHOOLS WITH CLASSES IN AGRICULTURE—ÉCOLES ENSEIGNANT L'AGRICULTURE

	Number of Schools — Nombre d'écoles	Number of home Gardens — Nombre de jardins individuels	Number of school Gardens — Nombre de jardins scolaires	
Ungraded Public Schools.....	1,672	1,084	588	Ecoles publiques à classe unique.
Ungraded Rom. Catholic Separate schools.....	74	39	35	Ecoles séparées à classe unique.
Graded Public Schools.....	250	105	145	Ecoles publiques à classes multiples.
Graded Separate schools.....	51	23	28	Ecoles séparées à classes multiples.

**C. PUPILS OR STUDENTS NOT INCLUDED WITH ENROLMENT IN ORDINARY DAY SCHOOLS
ÉLÈVES NON COMPRIS AVEC L'INSCRIPTION DANS LES ÉCOLES ORDINAIRES DU JOUR**

	M.-H.	F.	T.	
Industrial, Technical and Art schools:				Ecoles techniques secondaires:
Day courses.....	3,858	3,664	7,522	Cours du jour.
Night courses.....	14,652	17,893	32,545	Cours du soir.
Total.....	18,510	21,557	40,067	Total.
Night elementary schools.....	—	—	2,533	Ecoles élémentaires du soir.
Night high schools.....	—	—	1,635	Ecoles secondaires du soir.
Short courses at colleges.....	—	—	2,332	Cours abrégés aux collèges.
Business colleges (private).....	—	—	12,229	Collèges commerciaux (privés).
Technical courses of college grade (agriculture, commerce, engineering, forestry, household science, art and veterinary medicine).....	—	—	2,211	Cours techniques des universités et collèges.

70A.—Industrial and Commercial Education in Nova Scotia and four Western provinces, 1922

70A.—Cours industriels et commerciaux dans Nouvelle-Écosse et provinces de l'Ouest, 1922

Province	Industrial—Travaux manuels				Commercial—Commercial			
	In ordinary school grades	In special schools	Superior courses	Corresp	In ordinary school grades	In special schools	Superior Courses	Corresp
	Dans écoles primaires	Cours secondaires ou spéciaux	Cours supérieurs	Corresp	Dans écoles primaires	Cours secondaires ou spéciaux	Cours supérieurs	Corresp
N.S.—N.-É.—								
Classes.....	—	43	5	40	—	—	—	16
Instructors— M.-H.	—	—	14	15	—	—	—	6
Instituteurs..... F.	—	—	4	3	—	—	—	1
T.	—	151	18	18	—	—	—	7
Pupils—Elèves..... M.-H.	—	—	51	104	—	—	—	58
F.	—	—	—	25	—	—	—	12
T.	—	3,486	181	129	—	—	—	70
Manitoba—								
Classes.....	41	4	3	—	10	2	1	—
Instructors—Instituteurs.....								
M.-H.	36	29	9	—	9	7	9	—
F.	17	12	12	—	6	7	—	—
T.	53	41	21	—	15	14	9	—
Pupils—Elèves..... M.-H.	12,904	—	385	—	—	—	—	—
F.	811	—	150	—	—	—	5	—
T.	13,715	2,834	535	—	953	501	267	—
Saskatchewan—								
Classes.....	4	6	—	—	3	3	194	—
Instructors—Instituteurs.....								
M.-H.	—	25	11	—	9	13	4	—
F.	6	20	2	—	5	2	—	—
T.	6	45	13	—	14	15	4	—
Pupils—Elèves..... M.-H.	—	—	54	—	—	—	33	—
F.	—	—	2	—	—	—	3	—
T.	808	662	56	—	1,042	232	36	—
Alberta—								
Classes.....	51	21	—	1	5	—	—	—
Instructors—Instituteurs.....								
M.-H.	17	—	28	2	11	—	—	—
F.	20	—	2	—	10	—	—	—
T.	37	121	30	2	21	—	—	—
Pupils—Elèves..... M.-H.	7,412	1,830	82	282	516	—	—	—
B.C.—C.-B.—								
Classes.....	130	31	1	2	35	11	—	1
Instructors—Instituteurs.....								
M.-H.	62	29	—	2	—	10	—	3
F.	46	14	—	1	—	34	—	—
T.	108	43	—	—	—	44	—	3
Pupils—Elèves..... M.-H.	10,470	—	—	3	—	—	—	3
F.	8,006	—	—	—	—	—	—	9
T.	28,476	4,139	414	452	—	1,025	—	12

M—Male H.—Homme F.—Female. Femme T.—Total.

8.—SCHOOL HYGIENE AND SPECIAL EDUCATION

8.—HYGIÈNE SCOLAIRE ET ENSEIGNEMENT SPÉCIAL

72.—Schools for the Blind and Deaf in Canada: Number of Pupils by Provinces, 1922

72.—Écoles canadiennes pour les aveugles et les sourds: Nombre d'élèves par provinces en 1922

Place of Residence of Pupils	Location of Schools—Situation des écoles										Province ou pays dont les élèves sont origi- naires	
	For the Deaf—Des sourds					For the Blind—D'aveugles						
	N.S.	Que.	Ont.	Man.	B.C.	Total	N.S.	Que.	Ont.	B.C.		Total
	N.-E.	Qué.	One.	Man.	C.-B.		N.-E.	Qué.	Ont.	C.-B.		
United States.....	—	—	—	—	—	—	—	—	2	—	2	Etats-Unis.
Newfoundland.....	15	—	—	—	—	15	10	—	—	—	10	Terre-Neuve.
Prince Edward Island	6	—	—	—	—	6	2	—	—	—	2	Ile du Prince-Edouard.
Nova Scotia.....	77	—	—	—	—	77	95	—	—	—	95	Nouvelle-Ecosse.
New Brunswick.....	29	—	—	—	—	29	38	—	—	—	38	Nouveau Brunswick.
Quebec.....	—	451	—	—	—	451	—	128	6	—	134	Québec.
Ontario.....	—	—	320	—	—	320	—	—	155	—	155	Ontario.
Manitoba.....	—	—	—	82	—	82	—	—	49	—	49	Manitoba.
Saskatchewan.....	—	—	—	47	—	47	—	—	27	—	27	Saskatchewan.
Alberta.....	—	—	—	29	—	29	—	—	25	—	25	Alberta.
British Columbia.....	—	—	—	—	52	52	—	—	15	8	23	Colombie Britannique.
Total.....	127	451	320	158	52	1,108	145	128	279	8	560	.....Total.

73.—Summary of School Medical Inspection in Canada, 1922

73.—Sommaire d'inspection médicale des écoles au Canada, 1922

Province or City Province ou cité	Units with health officers Unités avec officiers médicaux	Schools examined Écoles examinées	Pupils examined Élèves examinés	Free clinics Cliniques	Special classes Classes spéciales
P. E. I.—I. P.-E.....	—	119	3,515	—	—
N. S.—N.-E.....	25	—	47,372	1	23
N.B.....	1,336	2,062	43,790	4	—
Montreal.....	1	240	80,610	1	—
Ont.....	—	1,121	—	—	74
Man.....	7	—	49,407	21	21
Sask.....	7	1,109	62,184	—	2
Alta.....	—	—	44,421	4	6
B.C.—C.-B.....	716	991	91,919	1	18
Total.....	2,092	5,732	423,218	32	144

74.—Schools of Manitoba, Alberta, Saskatchewan and Nova Scotia; Medical Inspection, 1922

74.—Écoles de Manitoba, Alberta, Saskatchewan et Nouvelle-Écosse; Inspection médicale, 1922

—	Man.	Sask.	Alta.	N.S.—N.-E.	—
No. of Centres.....	7	—	—	25	No de centres.
No. of Schools inspected.....	—	—	—	—	No d'écoles inspectées.
No. of Medical officers.....	4	1	6	2	No de médecins.
No. of Dental officers.....	12	2	5	2	No de dentistes.
No. of School nurses.....	54	20	21	21	No d'infirmières.
No. of Clinic establishments.....	21	—	4	19	No de cliniques.
No. of Psychological experts.....	1	—	3	1	No d'experts en psychose.
No. of pupils examined.....	49,407	62,184	44,421	47,372	No d'élèves examinés.
No. of pupils needing treatment....	20,810	43,222	23,243	22,372	No d'élèves ayant besoin de traitement.
No. treated.....	6,673	13,221	17,344	—	No d'élèves recevant traitement.
Special classes for physically defective.	—	—	1	2	Classes spéciales pour les malades.
No. of pupils.....	—	—	50	301	No d'élèves dans.
No. of pupils receiving individual training.	—	—	—	202	No d'élèves recevant une formation individuelle.
Special classes for mentally defective.	18	1	4	1	No de classes pour les tarés.
No. of pupils.....	360	—	67	12	No d'élèves.
Special classes for retarded pupils..	3	1	—	4	Classes spéciales pour retardataires.
No. of pupils.....	134	20	—	80	No d'élèves.
Special classes for supernormals....	—	—	1	—	Classes spéciales pour les supernormaux.
No. of pupils.....	—	—	40	—	No d'élèves.

¹There were in addition 29 pupils, whose province was not specified—Ci-inclus 29 élèves non spécifiés par province.

75.—Ontario Schools: Medical Inspection, 1921—Écoles d'Ontario: Inspection médicale, 1921

Description	Public Schools — Écoles publiques				Separate Schools — Écoles séparées				Total				Description	
	City		Town	Village	City		Town	Village	Rural		City	Town		Village
	Rural — Rurales	Cities — Cités	Villes		Rural — Rurales	Villes	Cities — Cités		Rural — Rurales	Cities — Cités	Villes			
No. of units.....	50	24	137	154	27	23	71	16	77	47	208	170	No d'unités.	
No. of schools.....	5,428	321	251	154	374	135	96	16	5,802	456	347	170	No d'écoles.	
No. of pupils.....	215,585	190,082	71,652	23,917	20,166	40,957	21,157	1,697	235,751	231,039	92,809	25,614	No d'élèves.	
No. of units with medical inspection.....	14	—	—	—	8	4	11	2	22	—	—	—	No d'unités avec inspection.	
No. of schools with medical inspection.....	138	150	28	9	17	43	11	2	155	193	39	11	Ecoles avec inspection.	
No. of units with med. and nurse insp.....	10	—	—	—	3	7	2	—	13	—	—	—	Unités avec inspection par médecin et infirmière.	
No. of schools with med. and nurses insp.....	23	172	10	1	3	95	2	—	26	267	12	1	Ecoles avec inspection par médecin et infirmière.	
No. of units with nurse inspection only.....	10	—	—	—	3	3	18	—	13	—	—	—	Unités avec inspection par infirmière.	
No. of schools with nurse inspection only.....	168	133	79	9	3	5	20	—	171	138	99	9	Ecoles avec inspection par infirmière.	
No. of nurses employed.....	19	219	41	8	4	29	18	—	23	248	59	8	No de infirmière.	
No. of units with dental inspection.....	11	—	—	—	3	4	5	—	14	—	—	—	Unités avec inspection par dentiste.	
No. of schools with dental inspection.....	143	219	25	12	6	71	5	1	149	290	30	13	Ecoles avec inspection par dentiste.	

¹Countries in the case of rural schools, cities, etc., in the case of other schools.¹Comités dans le cas d'écoles rurales: cités, etc., dans le cas d'écoles urbaines.

75½.—Distribution of 884 Juvenile Delinquents according to Age, Sex and Grade—Distribution des 884 délinquants suivant l'âge, le sexe et le degré

Age	Elementary Grades—Degrés élémentaires								Sec. Grades — Degrés sec.	Total		
	I		II		III	IV	V	VI			VII	VIII
7	17	7	20	—	—	—	—	—	—	—	—	
8	8	5	10	16	12	2	—	—	—	—	34	
9	5	5	8	22	25	15	3	—	—	—	33	
10	5	5	7	19	23	23	12	1	—	—	46	
11	3	3	6	14	28	33	25	—	—	—	79	
12	—	—	2	9	31	36	19	2	3	—	97	
13	—	—	3	3	16	22	41	7	1	—	117	
14	3	3	2	4	17	25	23	30	3	—	174	
15	3	2	—	—	—	—	—	18	35	—	163	
Total	45	65	92	154	156	155	78	93	46	—	884	

75a.—Distribution of Pupils in one Private school, between the ages of 7 and 14 by age and grade, 1922¹

75a.—Répartition des élèves dans une école privée entre les âges de 7 et 14, par âge et par degré, 1922¹

Age	Elem. Grades—Degrés élém.				Sec. Grades—Degrés sec.				Total		
	V	VI	VII	VIII	IX	X	XI	XII	Ele-Elé	Sec-Sec	Total
7.....	—	—	—	—	—	—	—	—	—	—	—
8.....	1	—	—	—	—	—	—	—	1	—	1
9.....	14	—	—	—	—	—	—	—	14	—	14
10.....	18	12	2	—	—	—	—	—	32	—	32
11.....	2	20	4	8	—	—	—	—	34	—	34
12.....	—	15	16	26	6	2	—	—	57	8	65
13.....	—	1	9	23	10	1	—	—	33	11	44
14.....	—	—	5	17	25	27	7	—	22	59	81
Total.....	35	48	36	74	41	30	7	—	193	78	271

¹See note p. 121.—Voir note p. 121.

75b.—Results of Medical Inspection of Children in Canada, 1922

75b.—Résultats de l'inspection médicale des enfants au Canada, en 1922

Pupils examined—Elèves examinés.....	219,578
No. Defectives—Défectueux.....	39,363 or—ou 18.4 p.c.
Pupils examined—Elèves examinés.....	286,283
Defects—Défauts:.....	
Defective teeth—Dentition défectueuse.....	136,785 or—ou 48 p.c.
Nose, throat and glands—Affections du nez, de la gorge et des glandes.....	97,223 “ 34 “
Eyes—Affection des yeux.....	30,817 “ 18 “
Malnutrition—Alimentation défectueuse.....	14,191 “ 5 “
Skin diseases—Maladies de la peau.....	11,611 “ 4 “
Defective ears—Affections de l'ouïe.....	5,235 “ 1.8 “
Heart and anemia—Anémie et affections du cœur.....	2,416 “ 0.9 “
Lungs—Affections des poumons.....	844 “ 0.4 “

75c.—Victorian Order of Nurses¹ in Canada,
Statistics, 1922
75c.—Ordre des Infirmières Victoria¹ au Canada:
Statistique 1922

Province	Centres in Operation — Groupements actifs	Nurses on Duty — Infirmières en service
P.E.I.—I.P.-E.....	—	—
N.S.—N.-E.....	9	33
N.B.—N.-B.....	5	14
Que.—Qué.....	7	73
Ont.....	30	136
Man.....	1	15
Sask.....	2	2
Alta.....	2	10
B.C.—C.-B.....	5	27
Total.....	61	310

75d.—Junior Red Cross in Canada: Statistics, 1922¹
75d.—Croix Rouge des jeunes au Canada: Statistique
1922¹

No. of Branches — No. de sections	Member- ship — Membres	Cases treated by the Crippled Children's Fund ² — Cas traités par le Fonds des enfants infirmes ²	Dental Cases Treated — Cas d'affec- tions dentaires traités
35	588	44	—
85	1,800	4	1,352
42	1,532	4	—
60	1,734	75	195
331	10,433	11	—
94	2,000	299	900
1,200	42,000	1,291	6,087
800	15,000	494	16
61	1,500	13	6
2,708	76,587	2,235	8,556

¹For description see page 58.

²Classification of cases treated:—

No. of orthopaedic cases.....	531
No. of children fitted with glasses.....	346
No of children operated on for tonsils and adenoids.....	975
No. of dental cases.....	8,556
No. of other cases.....	383

Other types of service by Junior Red Cross:—

N.S.—Providing cheer for children in hospital.	
N.B.—Clothing, toys, books, etc. for sick children.	
Que.—9 children sent to Fresh Air Camps: garments made for needy children.	
Ont.—Northern Fire Relief: Japanese Relief: collec- tions for Children's Hospitals and for local needs.	
Man. and Sask.—Making garments for needing children.	
Alta.—Working for Junior Red Cross Hospital in Cal- gary.	
B.C.—Making garments for needing children: Japanese Relief.	

¹Pour commentaires, voir page 234.

²Énumération des cas traités:

Affections orthopédiques.....	531
Enfants ayant reçu des lunettes.....	346
Enfants opérés pour amygdales ou adénoïdes....	975
Cas dentaires.....	8,556
Autres cas.....	383

Autres services rendus par le Croix Rouge des Jeunes:

N.-E.—Amusements pour enfants des hôpitaux.	
N.-B.—Vêtements, jouets, livres, etc., pour enfants malades.	
Qué.—9 enfants envoyés au Fresh Air Camp: vêtements pour enfants besogneux.	
Ont.—Secours aux victimes de l'incendie du nord: secours aux Japonais: quêtes pour hôpitaux des enfants, etc.	
Man. et Sask.—Vêtements pour petits pauvres.	
Alberta.—Travaux pour le Junior Red Cross Hospital, de Calgary.	
Colombie-Britannique—Vêtements pour enfants dans le besoin: fonds de secours Japonais.	

75c.—Boy Scouts and Girl Guides in Canada by Provinces.
75c.—Boy Scouts et Girl Guides au Canada, par provinces.

Province	Girls Guides		Boy Scouts ²															
	Number by Branches, 1922		Number of Boy Scouts, proper 1914-22															
	Nombre par locaux, 1922		Nombre de Boy Scouts proprement dits, 1914-22															
	Guide Co's — Compa- gnies de Guides	Brownie Packs — Esca- no- des de Brownies	Ranger Co's — Compa- gnies de Rangers	1917	1918	1919	1920	1921	1922	1914	1915	1916	1917	1918	1919	1920	1921	1922
P.E.I.—I.P.E.	—	—	—	—	48	163	166	319	330	100	109	102	120	200	150	216	216	125
N.S.—N.E.	24	6	2	—	—	37	84	217	581	200	831	747	1,104	819	432	1,156	1,835	2,353
N.B.—N.B.	13	4	—	—	—	225	300	317	716	323	858	893	664	713	803	1,013	810	950
Que.—Qué.	40	9	—	—	—	225	300	317	716	1,423	1,872	1,891	1,658	1,670	2,391	2,508	2,634	2,540
Ont.	200	59	9	515	427	543	924	1,565	3,640	6,979	7,213	7,146	7,101	6,782	7,419	6,258	8,251	10,202
Man.	28	5	2	535	936	1,000	1,200	1,478	1,650	1,818	1,371	1,961	2,036	2,015	1,750	1,970	2,003	2,153
Sask.	39	8	—	84	206	394	768	1,279	2,250	400	909	1,453	1,764	2,404	4,654	6,091	8,276	10,576
Alta.	17	7	—	—	104	338	481	878	878	1,389	2,141	2,345	1,739	2,128	2,050	2,645	1,707	2,616
B.C.—C.B.	45	18	1	123	189	272	508	687	1,435	933	1,039	1,004	1,839	692	738	803	1,323	2,205
Total	406	116	14	1,257	1,806	2,738	4,288	6,343	11,480	13,565	16,343	17,542	17,025	17,423	20,887	22,690	27,055	33,720

¹For description of these movements, see page 60.

²The figures do not include Rover Scouts, Sea Scouts, Scoutmasters, Assistant Scoutmasters, Cubmaster, etc.

³Pour commentaires, voir page 236.

⁴Ces chiffres n'embrassent pas les Rover Scouts, Sea Scouts, Scout-masters, assistant Scout-masters, cubmasters, etc.

Note on Section 8.—This Section is a collection of such miscellaneous data as are at present available on educational activities of the health in the interests of school children and the care of children who are not able to benefit adequately by the regular courses of study in ordinary day schools. Blanks in the tables do not necessarily mean *non-existence*, and often mean *no information*, as in the case of the second item in Table 74. In this table it is noticeable that one province has a special class for supernormals, while several provinces have special classes for subnormals. To illustrate the significance of such classes two tables are inserted, 75¹ and 75a. Table 75¹ shows the educational status of juvenile delinquents. Table 75a immediately follows to illustrate what may be considered a striking contrast. A large proportion of the pupils in this table would seem to be very superior mentally, judging from their standing at the different ages. These tables should be compared with Table 13 on page 92 which represents all classes of pupils. Tables 75c to 78c contain statistics of movements which play a prominent part, in education in cooperation with departments of education. The playgrounds statistics are not complete, as it was impossible to get in touch with all playground centres but they serve to illustrate the trend of the movement.

Note sur l'article 8.—Cet article est une compilation de toutes les informations actuellement existantes sur tous les mouvements dirigés spécialement dans l'intérêt de la santé des écoliers ayant spécialement en vue la santé des écoliers en général et le soin de ceux qui ne peuvent prendre plein avantage des cours réguliers dans les écoles ordinaires. Les blancs dans ces tableaux ne signifient pas l'absence de telles organisations mais l'absence d'informations à leur sujet, comme dans le cas du deuxième item du tableau 74. Dans ce tableau, il est à noter qu'une province a une classe pour les plus avancés que leur âge, alors que plusieurs provinces ont des classes spéciales pour les retardataires. Deux tableaux spéciaux, 75¹ et 75a, donnent la signification de ces classes. Le tableau 75¹ donne le degré d'instruction des jeunes délinquants. Le tableau 75a, qui vient immédiatement ensuite donne ce qui peut être considéré comme un contraste frappant, une large proportion des écoliers de ce tableau étant apparemment supérieurement doués, à en juger par leur degré d'instruction à différents âges. Ces tableaux doivent être comparés avec le tableau 13, page 92, donnant toutes les classes. Les tableaux 75c à 78c conviennent des mouvements d'un caractère éducationnel en coopération avec l'Instruction Publique. Les statistiques des terrains de jeux ne sont pas complètes parce qu'il a été impossible d'obtenir des rapports de tous les centres, mais ils servent tout même à montrer les tendances du jour.

VI. Site—Value of playgrounds.....	3	7,500	291 5,083,038	VI. Site—Valeur des terrains.
Replacement value of equipment.....	6	53,150	20 203,111	Valeur de remplacement de l'accommodation.
Cost of supervision during year.....	7	22,954	20 122,423	Coût de la surveillance pendant l'année.
All other current expenditure during year.....	7	35,784	6 105,246	Autres dépenses courantes pendant l'année.
Total current expenditure during year.....	6	58,638	19 1,020,322	Total des dépenses.
VII. Revenue during year—				VII. Revenus de l'année:
From school authorities.....	3	1,047	10 12,560	Autorités scolaires.
From other public sources.....	3	20,000	13 65,550	Autres corps publics.
From private contributions.....	3	400	11 3,145	Contributions privées.
From gate receipts, etc.....	4	1,851	8 4,632	Entrées, etc.
Total revenue during year.....	5	29,129	14 85,092	Revenu total.

77.—Vacation Playgrounds 1921-22—Terrains de jeux des vacances 1921-22

City or town Cité ou ville	Number of Vacation Playgrounds Nombre de terrains de jeux des vacances						Aggregate Area in Acres Superficie totale en acres		No. of Super- visors Nombre de sur- veillants	No. of Others employed Nombre d'autres employés
	School Grounds Terrains des écoles	Other Grounds Autres terrains	Total	Boys Only Garçons seule- ment	Girls Only Filles seule- ment	Mixed Mixtes	For the use of Adults Pour les adultes	School Grounds Terrains des écoles	Other Grounds Autres terrains	Total
Toronto, Ont.....	21	12	33	5	1	27	33	—	—	—
Winnipeg, Man.....	26	0	26	0	0	35	Parks—P arcs	—	—	166
Vancouver, B.C.....	34	1	35	0	0	35	1	190	3	57
Hamilton, Ont.....	—	5	5	—	—	—	5	—	—	0
Ottawa, Ont.....	18	11	29	0	0	29	10	—	—	20
Calgary, Alta.....	—	51	51	0	0	51	28	—	—	49
London, Ont.....	—	4	4	0	0	8	4	—	—	2
Edmonton, Alta.....	4	8	12	0	0	44	4	75	19	4
Regina, Sask.....	36	8	44	0	0	8	0	32	36	—
Saskatoon, Sask.....	7	1	8	0	0	100	4	250	2	—
Kingston, Ont.....	13	22	35	0	0	35	22	10 city bl 10 city bl	13	0
Moose Jaw, Sask.....	3	0	3	0	0	3	0	30	400	1
Stratford, Ont.....	20	3	23	9	9	5	4	7 ³ 35	15	12
Sarnia, Ont.....	—	—	—	—	—	—	—	—	—	2
Chatham, Ont.....	2	Not yet in full operation	2	—	—	—	—	—	—	0
	2	0	2	0	0	2	0	—	—	0

¹One unspecified—Un qui n'est pas spécifié.

²17 Park sites (400 acres): 1 baseball park; 1 exhibition ground; 2 golf links; 1 swimming pool, etc.—17 emplacements de parc (400 acres): 1 parc de baseball; 1 parc de football; 1 parc d'exposition; 2 terrains de golf; 1 piscine de natation, etc.

77.—Vacation Playgrounds 1921-22—Concluded—Terrains de jeux des vacances 1921-22—Fin.

City or town Cité ou ville	Number of Vacation Playgrounds Nombre de terrains de jeux des vacances							Aggregate Area in Acres Superficie totale en acres	No. of Super- visors — Nombre de sur- veillants	No. of Others employed — Nombre d'autres employés
	School Grounds — Terrains des écoles	Other Grounds — Autres terrains	Total	Boys Only — Garçons seule- ment	Girls Only — Filles seule- ment	Mixed — Mixtes	For the use of Adults — Pour les adultes			
Galt, Ont.	4	2	6	0	0	6	2	25 ³	1	0
Owen Sound, Ont.	0	1	1 ⁴	0	0	0	—	—	1	0
Moncton, N.B.	6	6	12	0	0	6	—	—	1	0
Brookville, Ont.	7	2	9	—	—	9	—	—	—	—
Amherst, N.S.	—	—	—	—	—	—	—	—	—	—
Medicine Hat, Alta.	8	3	11	0	0	11	6	44	2	0
Sudbury, Ont.	8	1	9	0	0	9	9	46	4	0
Sydney Mines, N.S.	4	3	7	0	0	7	3	25 ¹⁰	0	0
Pembroke, Ont.	—	—	—	—	—	—	—	—	—	—
Lindsay, Ont.	9	5	14	0	0	14	0	74	2	0
Prince Albert, Sask.	4	0	4	2	2	0	0	0	2	0
Walkerville, Ont.	5	27	7	0	0	7	2	9	8	0
Midland, Ont.	—	—	—	—	—	—	—	—	—	—
Barrie, Ont.	7	3	10	0	0	10	3	23	—	—
Smith's Falls, Ont.	5	1	6	0	0	6	1	18	—	—
Portage la Prairie, Man.	5	5	10	0	0	10	3	44	—	—
Collingwood, Ont.	10	0	10	5	5	0	—	2 ³	—	—
New Waterford, N.S.	—	—	—	—	—	—	—	—	—	—
Hawkesbury, Ont.	2	0	2	1	0	1	2	6	4	0
Kenora, Ont.	—	—	—	—	—	—	—	—	—	—
Nelson, B.C.	3	2	5	0	0	5	2	13	1	—
Kamloops, B.C.	2	1 ²	3	0	0	3	1	7 ³	4	—
Dauphin, Man.	3	1	4	0	0	4	1	17	0	—
Antigonish, N.S.	3	1	4	1	1	0	1	4	—	—
Total	286	151	437	21	13	387	147	540	366	57
								1,765		
								2,305		

³Includes a 20 acre park—Comprend un parc de 20 acres.⁴The remaining items could not be given as the organization is new. Activities are under the direction of the Y.M.C.A. A playground association has recently been founded. Plans being made for extension and full organization.—Les autres item ne peuvent être donnés, l'organisation étant nouvelle. Les jeux sont sous la direction de la Y.M.C.A. Une association des terrains de jeux vient d'être fondée. Des plans sont en préparation pour une organisation complète.⁵Excellent natural advantages by way of ocean bathing, boating, skating, etc.—Excellents avantages naturels pour bains de mer, canotage, patinage, etc.⁶Parks—Parcs.⁷Parks—Parcs.⁸Excellent natural advantages—Excellents avantages naturels.

78.—General Playgrounds 1921-22—Terrains de jeux 1921-22

City or Town — Cité ou ville	Value of Playgrounds Valeur des terrains de jeux		Expenditure 1921-22 Dépenses 1921-22				Revenue			
	Site Valeur du site	Replace- ment Valeur de replace- ment	Super- vision Surveil- lance	Other Current Expenditure Autres dépenses courantes	Total Current Expenditure Total de dépenses courantes	School Authorities Autorités scolaires	Other Public Sources Autres sources publiques	Private Sources Sources privées etc.	Gate Receipts, Etc. Entrées, Etc.	Total Revenue Recettes totales
Toronto, Ont.....	—	25,911	78,275	44,781	123,056	—	—	—	—	29,655 ¹
Winnipeg, Man.....	Prop. scol. 2,560,050	—	20,000 ¹	9,654 ¹	29,654 ¹	—	—	—	—	5,835 ²
Vancouver, B.C.....	—	3,000	4,635	18,000	5,835	5,835	920	—	—	60,000
Hamilton, Ont.....	—	4,000	24,000	36,000	60,000	—	60,000	—	—	12,290
Ottawa, Ont.....	253,000	7,000	1,495	10,795	12,290	—	12,132	—	168	21,682
Calgary, Alta.....	—	40,000	4,843	16,273	21,116	—	20,000	—	1,682	7,758
London, Ont. ³	748,708	4,000	4,700	10,343	11,043	—	7,758	1,045	—	2,545
Edmonton, Alta.....	222,190	7,000	2,000	545	2,545	—	1,500	—	—	—
Regina, Sask.....	—	6,000	—	—	0	—	—	—	—	—
Saskatoon, Sask.....	—	—	—	—	—	—	—	—	—	—
Kingston, Ont.....	—	—	—	—	—	—	—	—	—	—
Moose Jaw, Sask.....	100,000	5,000	6,000	600	6,600	6,000	600	0	0	6,600
Stratford, Ont.....	—	—	—	—	—	—	—	—	—	—
Sarnia, Ont.....	12,000	500	—	—	—	—	—	—	—	—
Chatham, Ont. ⁴	50,000	35,000	\$80 p.w.-p.s.	—	1,317	0	1,317	0	—	1,317
Galt, Ont.....	—	—	—	—	—	—	—	—	—	—
Owen Sound, Ont.....	—	—	2,000	—	—	25	—	0	—	—
Moncton, N.B.....	—	—	—	—	—	—	—	—	—	—
Brockville, Ont.....	—	—	—	—	—	—	—	—	—	—
Amherst, N.S.....	55,000	—	—	—	—	—	—	—	—	—
Medicine Hat, Alta. ⁴	175,000	900	—	—	—	—	—	—	—	—
Sudbury, Ont.....	46,000	0	500	1,900	2,400	50	1,900	200	100	2,250
Sydney Mines, N.S.....	7,500	0	0	0	0	—	—	—	—	—
Pembroke, Ont.....	—	0	0	0	0	—	—	—	—	—
Lindsay, Ont.....	—	—	—	—	—	—	—	—	—	—
Prince Albert, Sask. ⁴	74,015	—	—	—	—	—	—	—	—	—
Walkerville, Ont.....	111,420	—	270	—	—	—	—	—	—	—
Midland, Ont.....	—	—	—	—	—	—	—	—	—	—
Barrie, Ont.....	80,000	5,000	1,400	1,100	2,500	650	1,500	0	350	2,500
Smith's Falls, Ont.....	12,000	—	—	—	—	—	—	—	—	—
Portage la Prairie, Man.....	500,000	800	0	100	100	0	0	0	0	0
Collingwood, Ont.....	3,000	—	—	—	—	—	—	—	—	—
New Waterford, N.S.....	—	—	—	—	—	—	—	—	—	—
Hawkesbury, Ont.....	5,500	500	0	100	100	0	0	100	0	100
Kenora, Ont.....	—	—	—	—	—	—	—	—	—	—
Nelson, B.C.....	89,655	500	200	—	—	—	—	—	—	—
Kamloops, B.C.....	25,000	5,000	2,200	1,000	3,200	—	400	1,800	1,000	3,200
Dauphin, Man.....	0	0	0	150	150	—	—	—	—	—
Antigonish, N.S.....	6,000	60,000	0	700	700	0	0	0	1,500	1,500
Total.....	5,151,038	203,111	146,423	121,246	250,322	12,560	105,550	3,145	4,632	125,092

¹Winter and vacation playgrounds only—Terrains de jeux (vacances d'hiver seulement).

²\$920 for other public sources is a government grant and included in the figures of school authorities—\$920 d'autres sources publiques; une subvention du gouvernement comprise dans la contribution des autorités scolaires.

³Vacation playgrounds only—Terrains de jeux (vacances seulement.)

⁴Summer playgrounds only—Pour l'été seulement.

9.—TEACHERS' CLASSIFICATION, SALARIES AND EXPERIENCE.

9.—PERSONNEL ENSEIGNANT, CLASSIFICATION, TRAITEMENT ET EXPÉRIENCE

90.—Nova Scotia Publicly Controlled Schools: Statistics of Teachers by Class of Certificates, Sex, Average Salaries, and Years of Teaching Experience, 1922

90.—Écoles de la Nouvelle-Ecosse sous le contrôle administratif: Instituteurs par catégories, sexe, moyenne de traitement et ancienneté, en 1922

Class and Sex	Number — Nom- bre	Average Salaries			Experience							Catégorie et sexe
		Moyenne du traitement			Ancienneté							
		Pro- vincial aid — Alloca- tion pro- vinciale	From Section — à section	Total	One year or under — Pre- mière année	Over 1 and up to 5 — Entre 1 et 5 ans	Over 5 up to 10 — Entre 5 et 10 ans	Over 10 up to 15 — Entre 10 et 15 ans	Over 15 up to 30 — Entre 15 et 30 ans	Over 30 years — Plus de 30 ans		
Academic—											Académique—	
Male.....	39	236	1,778	2,014	—	1	3	2	23	10	Hommes.	
Female.....	18	221	1,148	1,369	—	1	4	4	8	1	Femmes.	
Class A—											Classe A—	
Male.....	39	175	1,290	1,465	10	14	8	2	5	—	Hommes.	
Female.....	174	175	735	910	34	75	48	10	6	1	Femmes.	
Class B—											Classe B—	
Male.....	46	140	1,045	1,185	6	13	7	7	9	4	Hommes.	
Female.....	694	140	570	710	91	243	185	84	73	18	Femmes.	
Class C—											Classe C—	
Male.....	32	105	568	673	11	8	5	—	4	4	Hommes.	
Female.....	748	105	473	578	116	280	155	65	98	34	Femmes.	
Class D—											Classe D—	
Male.....	63	70	490	560	—	—	—	—	—	—	Hommes.	
Female.....	920	70	377	447	—	—	—	—	—	—	Femmes.	
Class D, Tem- porary—											Classe D, tem- poraire—	
Male.....	23	1	1	1	824	469	82	14	21	8	Hommes.	
Female.....	227	—	—	—	—	—	—	—	—	—	Femmes.	
Permissive—											Surnuméraires—	
Male.....	21	—	—	—	—	—	—	—	—	—	Hommes.	
Female.....	164	—	—	—	—	—	—	—	—	—	Femmes.	
Total—											Total—	
Male.....	263	130	976	1,078	—	—	—	—	—	—	Hommes.	
Female.....	2,045	105	537	584	—	—	—	—	—	—	Femmes.	
Grand Total...	3,208	106	577	622	1,092	1,104	497	188	247	80	Grand total.	
Number Normal Trained.....	1,584	—	—	—	—	—	—	—	—	—	Sortant de l'éco- le normale.	

¹Included in D. Se confond avec D.

81.—New Brunswick Publicly Controlled Schools: Statistics of Teachers by Class of Certificate, Sex, Average Salary and Experience, 1922

81.—Écoles du Nouveau-Brunswick sous le contrôle administratif: Instituteurs et institutrices, leur diplôme, la moyenne de leur traitement et la durée de leur carrière en 1922

Class of Certificate and Sex	Number—Nombre		Average Yearly Salary — Moyenne du traite- ment annuel	Experience—Carrière enseignante				Diplôme et sexe
	Term end- Dec. — Semestre terminé le 31 déc.	Term ended June 30, 1921 — Semestre terminé le 30 juin 1921		Under 1 year — Moins d'un an	Over 1 and under 5 — Entre 1 et 5 ans	Over 5 and under 7 — Entre 5 et 7 ans	Over 7 years — Plus de 7 ans	
Grammar School—								Ecole de grammaire—
Male.....	15	15	2,346	—	—	—	—	Hommes.
Female.....	11	11	1,787	—	—	—	—	Femmes.
Superior School—								Ecole supérieure—
Male.....	32	29	1,328	—	—	—	—	Hommes.
Female.....	22	24	—	—	—	—	—	Femmes.
Class I—								Classe Première—
Male.....	49	53	1,596	12	28	8	44	Hommes.
Female.....	543	556	1,007	52	171	58	251	Femmes.
Class II—								Deuxième classe—
Male.....	44	52	785	6	22	4	11	Hommes.
Female.....	999	1,004	734	107	464	126	280	Femmes.
Class III—								Troisième classe—
Male.....	22	27	575	—	—	—	—	Hommes.
Female.....	391	383	574	—	—	—	—	Femmes.
Classroom Assistants—								Sous-maîtres—
Male.....	2	4	—	—	—	—	—	Hommes.
Female.....	85	88	—	—	—	—	—	Femmes.
Total—Male.....	164	180	—	—	—	—	—	Total—Hommes.
Female.....	2,051	2,066	—	—	—	—	—	Femmes.
Total.....	2,215	2,246	—	—	—	—	—	Total.
Normal Trained.....	2,018	2,064	—	—	—	—	—	Normaliens.

79.—PUBLICLY CONTROLLED SCHOOLS IN CANADA:

Classification of Teachers in the different provinces and the conditions upon which each class of certificate is awarded

[illegible]

² Applicants for permanent certification are required to submit evidence of at least two years' successful experience in the schools in which their certificates are valid.

²Ontario Normal Entrance and Saskatchewan 1st year High School are each roughly equivalent to Grade XI; likewise Ontario Upper School leaving and Saskatchewan 4th year High School are roughly equivalent to Grade XII.

(Voir aussi ci-dessous pour la traduction française)

79.-ÉCOLES SOUS LE CONTRÔLE ADMINISTRATIF AU CANADA:

Classification du personnel enseignant dans les différentes provinces et les conditions régissant l'obtention des diplômes.

PROVINCES	1	2	3	4	5	6	7	8
PROVINCES	Cours ou système	Diplôme ou titre	Diplôme ou titre	Cours ou système	Cours ou système	Provinces	Autres provinces	Remarques
Île du Prince-Édouard	Non classé	7 ans ou moins	7 ans ou moins	7 ans ou moins	7 ans ou moins	Provinces	Provinces	
Nouveau-Brunswick	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Ontario	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Quebec	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Alberta	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Manitoba	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Saskatchewan	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Colombie-Britannique	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Yukon	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Terre-Neuve	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Île du Nord	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Provinces	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Autres provinces	Cours maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Diplôme maternelle	Provinces	Provinces	
Remarques								

Notes: 1- Dans un diplôme équivalent, les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 2- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 3- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 4- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 5- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 6- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 7- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 8- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces.

1- Dans un diplôme équivalent, les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 2- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 3- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 4- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 5- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 6- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 7- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces. 8- Les provinces ont des conditions de diplôme qui sont différentes de celles des provinces.

82.—Quebec Primary Schools: Statistics by Teachers, by Qualifications, Sex
 82.—Écoles primaires de Québec: statistiques du personnel enseignant: brevet, sex

Description	Roman Catholic Schools			Protestant Schools			Total: R. C. and P. S.			Description
	Ecoles catholiques			Ecoles protestantes			Total: Ecoles cath. et prot.			
	M.—H.	F.	Total	M.—H.	F.	Total	M.—H.	F.	Total	
Total Number of Teachers.....	2,453	12,549	15,002	178	2,021	2,199	2,631	14,570	17,201	Nombre total du personnel enseignant.
Number of Teachers in religious Orders.....	1,941	5,322	7,263	10	—	10	1,951	5,322	7,273	Nombre total des congréganistes.
Number of Lay Teachers.....	512	7,227	7,739	168	2,021	2,189	1,680	9,248	9,928	Nombre total des laïques.
Teachers in Elementary Schools.....	239	6,967	7,206	45	1,536	1,581	824	8,503	9,327	Dans les écoles élémentaires
Teachers in Model Schools.....	814	2,526	3,340	12	138	150	826	2,664	3,490	Dans les écoles modèles
Teachers in Academies.....	1,400	3,056	4,456	121	347	468	1,521	3,403	4,924	Dans les académies
Lay Teachers in Publicly controlled Elementary Schools.....	65	3,977	6,042	42	1,528	1,570	107	7,505	7,612	Laïques dans les écoles élémentaires contrôlées.
Lay Teachers in Publicly controlled Model Schools.....	251	731	982	11	138	149	262	869	1,131	Laïques dans les écoles modèles.
Lay Teachers in Publicly controlled Academies.....	151	314	465	97	321	418	248	635	883	Laïques dans les académies contrôlées.
Lay Teachers in Independent Elementary Schools.....	2	116	118	1	8	9	3	124	127	Laïques dans les écoles indépendantes modèles.
Lay Teachers in Independent Model Schools.....	21	43	64	—	—	—	21	43	64	Laïques dans les écoles indépendantes modèles.
Lay Teachers in Independent Academies.....	22	46	68	17	26	43	39	72	111	Laïques dans les écoles indépendantes académies.
Lay Teachers with diplomas in Publicly Controlled:—										Laïques, avec brevets d'enseignement, dans les écoles contrôlées:
Elementary Schools.....	61	5,404	5,465	38	1,218	1,256	99	6,622	6,721	Élémentaires.
Model Schools.....	240	713	953	8	118	126	248	831	1,079	Modèles.
Academies.....	141	301	442	87	311	398	228	612	840	Académies.
Independent:—										Indépendantes:
Elementary.....	—	71	71	—	3	3	—	74	74	Élémentaires.
Model Schools.....	15	27	42	—	—	—	15	27	42	Modèles.
Academies.....	7	29	36	6	8	14	13	37	50	Académies.
Lay Teachers with diplomas from Normal Schools.....	247	1,462	1,709	43	1,203	1,246	290	2,665	2,955	Laïques avec brevet des écoles normales.
Lay Teachers with diplomas from Board of Examiners.....	217	5,083	5,300	96	455	551	313	5,538	5,851	Laïques avec brevet de la Commission des Examinateurs.
Lay Teachers for Elementary Schools.....	47	3,895	3,942	6	582	588	53	4,477	4,530	Laïques pour écoles élémentaires.
Lay Teachers for Model Schools.....	139	2,219	2,358	28	969	997	167	3,188	3,355	Laïques pour écoles modèles.
Lay Teachers for Academies.....	278	431	709	105	107	212	383	538	921	Laïques pour académies.
Average Salary of Lay Teachers in Elementary Schools:—										Moyenne du traitement des laïques dans les écoles élémentaires:
In Towns.....	1,321	404	1,815	2,648	1,205	3,853	3,969	1,699	5,668	Des villes.
In the Country.....	795	263	1,058	2,233	570	2,803	3,028	833	3,861	Des campagnes.
In Model Schools and Academies:—										Ecoles modèles et académies:
In Towns.....	1,352	591	1,943	2,249	1,156	3,485	3,601	1,747	5,348	Des villes.
In the Country.....	831	287	1,118	1,679	770	2,449	2,510	1,057	3,567	Des campagnes.
Number Teaching:—										Carrière enseignante:
1 to 4 years.....	137	4,239	4,376	32	623	655	169	4,862	5,031	De 1 à 4 ans.
5 to 9 years.....	131	1,405	1,536	39	489	528	170	1,894	2,064	De 5 à 9 ans.
10 to 14 years.....	78	1,413	1,491	27	210	237	108	1,623	1,728	De 10 à 14 ans.
15 to 19 years.....	31	208	239	11	103	114	49	311	353	De 15 à 19 ans.
20 years and over.....	87	280	367	30	233	263	117	513	630	20 ans et plus.

83.—Ontario Publicly Controlled Schools: Teachers by Class of Certificate and Sex, for the year 1921 in Elementary Schools and 1922 in Secondary Schools

83.—Écoles d'Ontario sous le contrôle administratif: Personnel enseignant par catégorie de diplôme et sexe, en 1921 dans les écoles primaires et 1922 dans les écoles secondaires

Description	Public Schools — Ecoles publiques					Roman Catholic Separate Schools — Ecoles séparées (catholiques)	
	Rural	Cities	Towns	Villages	Total	Rural	Cities
	Rurales	Des cités	Des villes	Des villages		Rurales	Des cités
Number Total.....	6,364	4,159	1,513	520	12,556	507	871
Male.....	700	585	155	88	1,528	17	77
Female.....	5,664	3,574	1,358	432	11,028	490	794
Number of University Graduates.....	9	121	6	2	138	4	18
Number who ever attended Model School in Ontario.....	1,224	1,436	368	118	3,146	235	297
Number who ever attended Normal School in Ontario.....	4,767	3,261	1,335	471	9,834	162	552
Number trained in Normal College or Faculty of Education.....	270	733	131	31	1,165	15	50
Number by Certificate—							
Class I.....	273	765	134	29	1,201	19	47
Class II.....	4,613	2,833	1,310	471	9,227	155	543
Class III.....	732	8	22	18	780	172	124
District.....	328	—	2	—	330	53	11
Kindergarten Primary.....	15	211	26	1	253	—	5
Kindergarten.....	—	184	12	—	196	—	—
Manual Training.....	—	63	2	—	65	—	—
Household Science.....	—	95	4	—	99	—	—
Temporary.....	403	—	1	1	405	93	35
Permanent Ungraded.....	—	—	—	—	—	15	106
Average Salary—Male.....	1,125	2,245	1,721	1,356	1,628	910	933
Female.....	961	1,310	1,005	940	1,079	763	707

*Salaries of assistants only: the average salaries of principals were \$1,754 in Continuation Schools, \$2,580 in High Schools and \$3,486 in Collegiate Institutes.

84.—Ontario Publicly Controlled Schools: Teachers' Experience and Average Salary by Certificate, 1922

84.—Écoles d'Ontario sous le contrôle administratif: Durée de la carrière et personnel enseignant par moyenne de traitement, en 1922

Public Schools—Ecoles publiques						
Description	Rural Rurales	Cities Des cités	Towns Des villes	Villages Des villages	Province	Description
Average Salary by Certificate—						Moyenne de traitement par diplôme—
Class I: Male.....	1,374	2,400	1,980	1,408	2,236	Classe I: Hommes.
Female.....	1,058	1,301	1,001	952	1,180	Femmes.
Class II: Male.....	1,170	2,011	1,667	1,352	1,436	Classe II: Hommes.
Female.....	1,002	1,322	1,005	950	1,101	Femmes.
Class III and District—						Classe III et district—
Male.....	928	—	—	—	928	Hommes.
Female.....	843	1,194	932	717	845	Femmes.
Kindergarten Primary....	1,012	1,181	1,045	1,000	1,156	Ecole maternelle (premier degré).
Kindergarten.....	—	1,246	969	—	1,229	Ecole maternelle.
Manual Training.....	—	2,136	2,000	—	2,132	Travaux manuels.
Household Science.....	—	1,450	1,212	—	1,440	Science ménagère.
Temporary: Male.....	856	—	—	—	856	Surnuméraires: Hommes.
Female.....	749	—	900	700	749	Femmes.
Experience—						Carrière—
Male: Under 1 yr.....	108	5	3	2	118	Hommes: moins de 1 an.
1 to 4 yrs.....	290	100	23	23	436	De 1 à 4 ans.
5 to 9 yrs.....	96	147	28	17	288	De 5 à 9 ans.
10 to 14 yrs.....	40	82	14	9	145	De 10 à 14 ans.
15 to 20 yrs.....	104	171	62	17	354	De 15 à 20 ans.
20 to 30 yrs.....	53	61	20	17	151	De 20 à 30 ans.
30 to 39 yrs.....	9	19	5	3	36	40 ans ou plus.
40 yrs and over.....	1,061	68	77	32	1,238	Femmes: moins de 1 an.
Female: Under 1 yr.....	2,932	770	479	180	4,361	De 1 à 4 ans.
1 to 4 yrs.....	1,089	915	352	92	2,448	De 5 à 9 ans.
5 to 9 yrs.....	292	589	158	46	1,085	De 10 à 14 ans.
10 to 14 yrs.....	253	881	211	67	1,412	De 15 à 20 ans.
15 to 20 yrs.....	32	303	65	12	412	De 20 à 30 ans.
20 to 30 yrs.....	5	48	16	3	72	40 ans ou plus.
30 to 39 yrs.....	—	—	—	—	—	—
40 yrs and over.....	—	—	—	—	—	—

83.—Ontario Publicly Controlled Schools: Teachers by Class of Certificate and Sex, for the year 1921 in Elementary Schools and 1922 in Secondary Schools

83.—Écoles d'Ontario sous le contrôle administratif: Personnel enseignant par catégorie de diplôme et sexe, en 1921 dans les écoles primaires et 1922 dans les écoles secondaires

Roman Catholic Separate Schools Ecoles séparées (catholiques)			Total Public and Separate	Continuation Schools Ecoles de continuation	High Schools Hautes écoles	Collegiate Institutes Instituts collégiaux	Description
Towns Des villes	Villages Des villages	Total	Total, publiques et séparées				
430	40	1,848	14,404	323	601	819	Nombre: Total.
19	—	113	1,641	85	652	—	Hommes.
411	40	1,735	12,763	238	768	—	Femmes.
3	1	26	164	39	1,084	—	Diplômés d'une université, nombre.
104	10	646	3,792	—	—	—	Sortant des écoles modèles d'Ontario, nombre
145	20	929	10,763	—	—	—	Sortant des écoles normales d'Ont., nombre.
5	3	73	1,238	—	—	—	Sortant du collège normal ou faculté de pédagogie.
5	4	75	1,276	—	—	—	Nombre des détenteurs de diplôme—
190	18	906	10,133	—	—	—	De première classe.
65	5	366	1,146	—	—	—	De deuxième classe.
24	1	89	419	—	—	—	De troisième classe.
—	—	5	258	—	—	—	De district.
—	—	—	196	—	—	—	D'école maternelle (premier degré).
—	—	—	65	—	—	—	D'école maternelle.
—	—	—	99	—	—	—	De travaux manuels.
98	4	230	635	—	—	—	De science ménagère.
48	8	177	177	—	—	—	Surnuméraires.
663	—	885	—	1,433 ¹	2,153 ¹	2,624 ¹	Permanents (écoles à classe unique).
556	661	686	—	1,408 ¹	1,806 ¹	2,112 ¹	Moyenne de traitement: Hommes.
							Femmes.

¹Les traitements moyens des assistants seulement: les traitements moyens des principaux étaient \$1,754 dans les écoles intermédiaires, \$2,580 dans les "High Schools" et \$3,486 dans les instituts collégiaux.

85.—Manitoba Publicly Controlled Schools: Teachers by Sex, Qualification, Salaries and Experience, 1921 and 1922
85.—Écoles du Manitoba sous le contrôle administratif: Instituteurs par leur diplôme, la moyenne de leur traitement et la durée de leur carrière, en 1921 et 1922

Description	All Schools 1922	Schools with 3 rooms or more, 1921			Schools with less than 3 rooms, 1921			Description
	Toutes écoles, 1922	Ecoles de 3 classes ou plus, 1921			Ecoles ayant moins de 3 classes, 1921			
		MH.—F.	F.—	Total	MH.—F.	F.—	Total	
Number by Certificate:							Nombre par catégorie de di- plôme:	
Total	3,893	227	893	1,120	396	1,220	1,616	Total.
Graduates	—	82	92	174	16	13	29	Universitaire.
Collegiate	152	—	—	—	—	—	—	Collégial.
Class I.	492	137	125	262	12	19	31	Première classe.
II.	2,140	56	645	701	87	332	419	Deuxième classe.
III.	941	8	57	65	123	639	762	Troisième classe.
Specialist.	78	—	—	—	—	—	—	Spécialiste.
Permit.	246	26	66	92	174	230	404	Surnuméraire.
Unspecified.	—	—	—	—	—	—	—	Non classifiés.
Salaries (based on record of 2,693 Teachers):								Traitement (2,693 institu- teurs):
Number receiving less than \$900	—	3	53	56	13	58	71	Inférieur à \$900, nombre.
\$ 900 or less than \$1,000	—	1	26	27	43	247	290	Entre \$900 et \$1,000, nombre:
1,000 " 1,500	—	22	629	651	312	888	1,200	" \$1,000 et \$1,500, "
1,500 " 2,000	—	65	114	179	20	6	26	" \$1,500 et \$2,000, "
2,000 " 2,500	—	83	27	110	3	2	5	" \$2,000 et \$2,500, "
2,500 " 3,000	—	25	27	52	—	—	—	" \$2,500 et \$3,000, "
3,000 and over	—	22	1	23	2	1	3	\$3,000 et plus, nombre.
Experience (based on record of 2,541 Teachers):								Durée de la carrière de 2,541 instituteurs:
Number who have taught:								Nomb. de ceux ayant enseigné
Less than 1 year	—	—	—	—	2	4	6	Moins d'un an.
1 yr. and less than 2 yrs.	—	4	39	43	80	262	342	Entre 1 et 2 ans.
2 " 3 "	—	10	69	79	52	231	283	" 2 et 3 "
3 " 4 "	—	14	90	104	33	156	189	" 3 et 4 "
4 " 5 "	—	12	104	116	23	118	141	" 4 et 5 "
5 " 6 "	—	17	97	114	25	79	104	" 5 et 6 "
6 " 10 "	—	36	243	279	56	140	196	" 6 et 10 "
10 " 20 "	—	70	166	236	51	80	131	" 10 et 20 "
20 " 30 "	—	44	57	101	21	11	32	" 20 et 30 "
30 years and over	—	15	16	31	10	4	14	30 ans et au-dessus.

86.—Saskatchewan Publicly Controlled Schools: Teachers by Class of Certificate, Sex and Salary, 1922

86.—Ecoles de la Saskatchewan sous le contrôle administratif: Instituteurs et institutrices, leur diplôme, et la moyenne de leur traitement, 1922

Sex and Certificate	Number of Teachers — Nombre d'instituteurs et institutrices			Average Salary — Moyenne du traitement		Sexe et diplôme
	Urban — Urains	Rural — Ruraux	Total	Urban — Urains	Rural — Ruraux	
	Urban Urains	Rural Ruraux	Total	Urban Urains	Rural Ruraux	
In Public and Separate Schools—						Dans les écoles publiques et séparées—
Class I: Male.....	250	165	415	1,933	1,320	1ère classe: Hommes.
Female.....	399	245	644	1,386	1,234	Femmes.
Class II: Male.....	170	468	638	1,572	1,287	2e classe: Hommes.
Female.....	1,246	1,276	2,522	1,269	1,201	Femmes.
Class III: Male.....	30	598	628	1,304	1,179	3e classe: Hommes.
Female.....	224	1,622	1,846	1,152	1,131	Femmes.
Provisional:						Diplôme provisoire:
Male.....	4	180	184	1,425	1,143	Hommes.
Female.....	10	136	146	1,264	1,076	Femmes.
Total: Male.....	454	1,411	1,865	—	—	Total: Hommes.
Female.....	1,879	3,279	5,158	—	—	Femmes.
Total.....	2,333	4,690	7,023	—	—	Total.
Collegiate Institutes and High Schools—						Dans les instituts collégiaux et "high schools"—
Male.....	105	—	105	2,532	—	Hommes.
Female.....	97	—	97	1,925	—	Femmes.
Total.....	202	—	202	2,267	—	Total.
Grand Total.....	2,535	4,690	7,225	—	—	Grand total.

87.—British Columbia Publicly Controlled Schools: Teachers by Class of Certificate, Sex and Salary, 1922

87.—Ecoles de la Colombie-Britannique placées sous le contrôle administratif: Instituteurs et institutrices par classe de diplôme et par moyenne de traitement, 1922

Certificate	Number—Nombre			Average Salary — Moyenne des traitements		
	Male — Hommes	Female — Femmes	Total	Male — Hommes	Female — Femmes	
	Male Hommes	Female Femmes	Total	Male Hommes	Female Femmes	
Academic.....	255	227	482	2,284	1,581	Académique.
Class I.....	143	405	548	1,357	1,332	1ère classe.
Class II.....	105	1,112	1,217	1,426	1,200	2ème classe.
Class III.....	35	339	374	1,181	1,093	3ème classe.
Temporary.....	74	128	202	1,141	1,081	Temporaire.
Special.....	88	83	171	2,090	1,502	Spécial.
Total.....	700	2,294	2,994	1,765	1,250	Total.

Salary Groups	High Schools — "High School"	City Schools — Ecoles de cités	Rural Municipality Schools — Ecoles de municipalités rurales	Rural and Assisted Schools — Ecoles rurales et subventionnées	Total	Traitements
Number receiving under \$1,000....	—	50	118	232	400	Moins de \$1,000.
Over \$1,000 and under \$1,500.....	18	689	432	551	1,690	Plus de \$1,000 et moins de \$1,500.
Over \$1,500 and under \$2,000.....	92	288	104	31	515	Plus de \$1,500 et moins de \$2,000.
Over \$2,000 and under \$2,500.....	83	68	25	4	180	Plus de \$2,000 et moins de \$2,500.
Over \$2,500 and under \$3,000.....	69	26	17	—	112	Plus de \$2,500 et moins de \$3,000.
Over \$3,000 and under \$3,500.....	28	22	7	2	59	Plus de \$3,000 et moins de \$3,500.
Over \$3,500.....	10	4	—	—	14	Plus de \$3,500.
Not given.....	689	2	16	5	23	Ne sont pas indiqués

Québec, 1922—										Total, Qué.									
Normal Schools—																			
Jacques Cartier.....	10	14	24	5	109	114	223	—	—	—	—	—	—	—	—	—	—	—	—
MacDonald.....	7	4	11	—	3	173	176	—	—	—	—	—	—	—	—	—	—	—	—
Laval.....	10	3	13	17	60	65	125	—	—	—	—	—	—	—	—	—	—	—	—
Rimouski.....	—	12	12	—	—	61	107	—	—	—	—	—	—	—	—	—	—	—	—
Chicoutimi.....	—	12	12	—	—	107	107	—	—	—	—	—	—	—	—	—	—	—	—
Nicolet.....	10	10	—	5	—	100	100	—	—	—	—	—	—	—	—	—	—	—	—
Three-Rivers.....	—	8	8	4	—	91	91	—	—	—	—	—	—	—	—	—	—	—	—
Valleyfield.....	—	9	9	8	—	80	90	—	—	—	—	—	—	—	—	—	—	—	—
Hull.....	—	7	7	3	—	61	61	—	—	—	—	—	—	—	—	—	—	—	—
Joliette.....	—	8	8	—	—	71	71	—	—	—	—	—	—	—	—	—	—	—	—
St. Hyacinthe.....	—	20	20	1	—	138	138	—	—	—	—	—	—	—	—	—	—	—	—
St. Pascal.....	—	24	24	2	—	146	146	—	—	—	—	—	—	—	—	—	—	—	—
Total, Qué.	27	131	158	45	172	1,317	1,389	—	—	184	553	558	94	—	—	—	—	69	71,079
Ontario, 1922—																			
College of Education.																			
Normal Schools—																			
Hamilton.....	10	9	12	—	213	140	353	—	—	High school assist. and spec- ialists 285	Cl. I	Cl. II	Cl. III or Distr.	—	—	—	—	—	—
London.....	10	2	13	—	23	206	229	—	—	—	51	178	—	—	—	—	—	—	—
North Bay.....	10	2	13	—	43	241	284	—	—	—	96	188	—	—	—	—	—	—	—
Ottawa.....	17	4	14	—	36	194	234	—	—	—	36	234	—	—	—	—	—	—	—
Peterborough.....	17	4	14	—	47	223	270	—	—	—	—	—	—	—	—	—	—	—	—
Stratford.....	7	4	11	—	26	176	202	—	—	—	—	202	—	—	—	—	—	—	—
Toronto.....	7	4	11	—	34	186	220	—	—	—	—	220	—	—	—	—	—	—	—
Atunn Model Schools—	11	10	21	—	64	316	380	—	—	—	117	223	—	—	—	—	—	—	—
Cornwall.....	—	—	—	—	—	18	320	—	—	—	—	—	—	—	—	—	—	—	—
Kingston.....	—	—	—	—	—	21	32	—	—	—	—	—	—	—	—	—	—	—	—
Orillia.....	—	—	—	—	4	7	20	—	—	—	—	—	—	—	—	—	—	—	—
Renfrew.....	—	—	—	—	1	14	20	—	—	—	—	—	—	—	—	—	—	—	—
Summer Model Schools—																			
Bracebridge.....	—	—	—	—	21	125	147	—	—	—	—	—	—	—	—	—	—	—	—
Gore Bay.....	—	—	—	—	11	61	72	—	—	—	—	—	—	—	—	—	—	—	—
Madoc.....	—	—	—	—	8	52	60	—	—	—	—	—	—	—	—	—	—	—	—
Ottawa.....	—	—	—	—	1	39	40	—	—	—	—	—	—	—	—	—	—	—	—
Port Arthur.....	—	—	—	—	4	35	40	—	—	—	—	—	—	—	—	—	—	—	—
Sharbot Lake.....	—	—	—	—	4	87	96	—	—	—	—	—	—	—	—	—	—	—	—
Sturgeon Falls.....	—	—	—	—	3	53	56	—	—	—	—	—	—	—	—	—	—	—	—
Vankleek Hill.....	—	—	—	—	—	13	13	—	—	—	—	—	—	—	—	—	—	—	—
Total, Ont.	—	—	—	—	543	2,207	32,684	138	283	331	1475	616	179	40	179	—	—	—	Total, Ont.

Québec, 1922—
Écoles normales—
Jacques-Cartier.
Macdonald.
Laval.
Rimouski.
Chicoutimi.
Nicolet.
Trois-Rivières.
Valleyfield.
Hull.
Joliette.
St-Hyacinthe.
St-Pascal.

Ontario, 1922—
College of Education.
Écoles Normales—
Hamilton.
London.
North Bay.
Ottawa.
Peterborough.
Stratford.
Toronto.
Écoles modèles d'automne—
Cornwall.
Kingston.
Orillia.
Renfrew.
Écoles modèles d'été—
Bracebridge.
Gore Bay.
Madoc.
Ottawa.
Port Arthur.
Sharbot Lake.
Sturgeon Falls.
Vankleek Hill.

Total, Ont.

² These totals include extra-mural students; the numbers by sex include only intra-mural students.

³ Schools affiliated for the teaching of agriculture.

⁴ Ces totaux comprennent les étudiants externes; les chiffres par sexe ne comprennent que les étudiants internes.

⁴ Écoles affiliées pour l'enseignement de l'agriculture.

90.—Teacher Training Institutions in Canada, 1921-22—Concluded—Institutions pour la formation des instituteurs, Canada, 1921-22—Fin

Names and Location	Teaching Staff Personnel enseignant			Students in Teachers Training Courses Elèves dans les cours pour instituteurs										Accommodation for Observation and Practice Teaching Ecoles annexées				Nom et siège								
	Regular Régulier			In- spec- ting and others			Number training for the following Classes of Certificates Nombre de candidats pour chaque classe de diplôme										Regular Model Schools Ecoles modèles annexées									
	In- spec- tors and others			Total during year Nombre inscrit										No. of Tea- chers in charge — Insti- tuteurs					No. of Tea- chers in charge — Insti- tuteurs				Vol- umes in Lib- rary Ecoles annexées			
	M.	F.	T.	M.	F.	T.	I	II	III	III Lim- ited or dis- trict	Kindergarten | Primary	Primary | Autres spécia- listes	Other speci- alists — Autres spécia- listes	No. of Tea- chers in charge — Insti- tuteurs	No. of Tea- chers in charge — Insti- tuteurs	Vol- umes in Lib- rary Ecoles annexées										
Manitoba, 1922— Normal Schools— Winnipeg..... Brandon..... Portage LaPrairie..... Dauphin..... Mantou..... Total, Man.	5 3 1 1 1 11	4 2 1 1 1 6	9 5 — — — 17	45 33 5 15 22 120	356 181 46 37 50 670	401 214 51 72 — 796	— — — — — —	70 92 51 — — 368	55 122 — — — 352	— — — — — —	— — — — — —	— — — — — —	— — — — — —	1 — — — — 1	8 — — — — — 8	84 32 12 22 639 6,401	Manitoba, 1922— Ecoles Normales— Winnipeg. Brandon. Portage la Prairie. Dauphin. Mantou. Total, Man.									
Saskatchewan, 1922— Normal Schools— Regina ¹ Saskatoon..... Moore Jaw..... Yorkton..... Moosomin..... Estevan..... Prince Albert..... Weyburn..... Total, Sask.	4 5 — — — — — — 9	4 4 — — — — — — 8	8 9 — — — — — — 17	178 817 319 286 217 241 218 215 452	423 376 46 36 35 37 32 25 1,010	601 551 65 — 52 41 50 40 1,462	— — — — — — — — —	79 102 — — — — — — 181	156 141 — — — — — — 297	295 196 65 — — — — — 491	71 112 65 — — — — — 493	— — — — — — — — —	8 — — — — — — — 8	— — — — — — — — —	200 132 140 25 14 14 26 16 567	Saskatchewan, 1922— Ecoles Normales— Regina. Saskatoon. Moose Jaw. Yorkton. Moosomin. Estevan. Prince Albert. Weyburn. Total, Sask.										
Alberta, 1922— Normal Schools— Calgary ² Camrose..... Edmonton..... (a) Special, 1st Term..... (b) Special, 2nd Term..... Total, Alta.	5 4 4 — — 13	3 3 3 — — 9	8 7 7 — — 22	46 37 56 — — 218	128 126 101 153 34 542	174 163 157 222 44 766	— — — — — —	66 30 33 — — 147	108 133 90 — — 378	— — — — — —	— — — — — —	— — — — — —	— — — — — —	8 11 — 12 — 31	8 — — — — 25	54 4 — — — 8	Alberta, 1922— Ecoles Normales— Calgary. Camrose. Edmonton. (a) Spéciale, 1er terme. (b) Spéciale, 2e terme. Total, Alta.									
British Columbia, 1922— Normal Schools— Victoria..... Vancouver..... Total, B.C.	4 6 10	2 2 4	6 8 14	68 87 155	201 329 531	269 416 685	— — —	60 136 196	209 280 489	— — —	— — —	— — —	— — —	26 36 62	7 7 14	— 2,400 5,100	Colombie-Britannique, 1922— Ecoles Normales, 1922— Victoria. Vancouver. Total, B.C.									

¹ In addition to the schools for observation purposes enumerated are four ungraded schools in connection with Regina Normal School and 3 ungraded schools in connection with Calgary Normal School.

² En outre des écoles annexées déjà énumérées, il y a quatre écoles à classe unique en rapport avec l'école normale de Régina et 3 écoles à classes multiples en rapport avec l'école normale de Calgary.

91.—Publicly Controlled Schools in Canada: Number of Teachers in Training in Normal Schools and Colleges by Provinces, 1902-1922

91.—Écoles sous le contrôle administratif au Canada: Nombre d'élèves instituteurs et d'élèves institutrices dans les écoles normales et les collèges par provinces, 1902-1922

Year—Année	P.E.I.-I.P.-E.	N.S.-N.-E.	N.B.-N.-B.	Que.-Qué.	Ont.	Man.	Sask.	Alta.	B.C.-C.-B.	Total
1902.....	-	182	269	420	1,922	320	-	-	-	3,113
1903.....	-	145	224	460	1,861	319	-	-	-	3,009
1904.....	-	191	288	392	1,592	390	-	-	-	2,853
1905.....	-	148	285	416	1,685	491	-	-	-	3,025
1906.....	-	154	307	423	2,286	476	188	102	-	3,936
1908.....	-	161	334	526	1,788	410	229	140	-	3,588
1909.....	-	215	343	715	1,410	448	411	182	-	3,724
1910.....	-	260	358	787	1,510	503	447	218	-	4,083
1911.....	-	268	370	840	1,474	628	241	248	-	4,069
1912.....	-	293	376	836	1,513	-	580	278	-	3,876
1913.....	-	302	358	1,088	1,436	529	643	292	-	4,648
1914.....	-	318	357	1,270	1,563	581	886	364	-	5,339
1915.....	-	355	351	1,312	1,425	672	1,222	601	-	5,938
1916.....	-	388	372	1,357	1,819	737	911	438	-	6,022
1917.....	-	263	372	1,361	1,438	599	1,081	358	335	5,807
1918.....	-	260	287	1,339	1,676	513	621	488	365	5,549
1919.....	-	255	263	1,223	1,659	554	1,058	598	425	6,035
1920.....	220	228	263	1,502	1,959	593	723	694	404	6,586
1921.....	241	241	216	1,376	2,221	642	899	892	377	7,105
1922.....	341	356	358	1,389	2,684	790	1,462	760	685	-

11.—COST OF SUPPORT OF PUBLICLY CONTROLLED SCHOOLS

11.—COÛT DE L'INSTRUCTION PUBLIQUE

92.—Nova Scotia Schools: Summary of School Section Finances, 1921-22

92.—Écoles de la Nouvelle-Ecosse: Bilan des finances scolaires, 1921-22

Receipts	Urban Schools — Ecoles urbaines	Village Schools — Ecoles de village	Rural Schools — Ecoles rurales	All Schools in Province — Toutes les écoles	Recettes
Balance, 1 August, 1921.....	\$ 11,654	\$ 32,517	\$ 66,225	\$ 110,396	Solde, 1er août 1921.
Sectional Rates.....	1,257,703	266,643	426,718	1,951,064	Taxe de section.
Poll Tax.....	5,341	17,648	39,209	62,198	Taxe de capitacion.
Municipal Fund.....	164,108	77,630	208,118	449,854	Fonds municipal.
Special Govt. Grants.....	62,149	762	5,541	68,452	Otrois spéciaux du gouvern.
Fees and Fines.....	2,962	1,981	2,229	7,172	Contributions et amendes.
Proceeds Debentures.....	338,228	60,731	3,959	402,918	Vente d'obligations.
Proceeds Prom. Notes.....	35,914	17,309	16,424	69,647	Billets escomptés.
Donations, etc.....	17,640	6,231	10,324	34,195	Dons, etc.
Total Receipts.....	\$1,895,697	\$ 481,452	\$ 778,747	\$3,155,896	Recettes totales.
EXPENDITURE					DÉBOURSÉS
Teachers' Salaries.....	\$ 960,382	\$ 255,161	\$ 525,188	\$1,740,731	Traitement des instituteurs.
Officials' Salaries.....	30,627	12,832	17,710	61,169	Traitement des fonctionnaires.
Janitors and Caretakers.....	92,627	20,314	24,792	137,733	Concierges et gardiens.
Fuel.....	92,332	27,475	45,421	165,228	Combustible.
Repairs.....	40,279	17,292	36,074	93,645	Réparations.
Libraries and Apparatus.....	28,281	5,919	6,482	40,682	Bibliothèques et mobilier.
Insurance.....	18,338	3,897	2,780	25,015	Assurances.
Transportation (Consolid.).....	365	789	907	2,061	Transport (centralisation).
School Sites and Buildings, etc.....	798,759	63,180	23,455	885,394	Terrains et édifices.
Principal of Debentures.....	32,403	32,918	19,763	85,084	Obligations.
Interest on Debentures.....	89,680	7,622	4,314	101,616	Intérêt sur obligations.
Exceptional Expense.....	58,683	12,964	13,623	85,270	Dépenses exceptionnelles.
Total Expenditure.....	\$2,242,756	\$ 460,363	\$ 720,509	\$3,423,628	Total des déboursés.
ASSETS					ACTIF
Cash on Hand.....	\$ 49,723	\$ 36,633	\$ 75,602	\$ 161,958	Espèces en caisse.
Value of Real Estate.....	5,543,448	712,646	1,170,203	6,426,297	Valeur des immeubles.
Value of all Equipment.....	255,527	69,688	136,601	461,816	Valeur du mobilier.
Arrears of Taxes.....	14,214	46,342	49,760	110,316	Arrérages de taxes.
Other Assets.....	95,329	8,163	4,416	107,908	Autre actif.
Total Assets.....	\$5,958,241	\$ 873,472	\$1,436,582	\$8,268,295	Total de l'actif.
LIABILITIES					PASSIF
Arrears of Salaries.....	\$ -	\$ 9,520	\$ 19,439	\$ 28,959	Arrérages de salaires.
Prin. of Notes Unpaid.....	983,582	120,118	31,420	1,135,120	Billets payables.
Interest on Notes Unpaid.....	151	9,125	1,559	10,835	Intérêt sur billets.
Other Liabilities.....	851,405	11,865	16,380	879,650	Autre passif.
Total Liabilities.....	\$1,835,138	\$ 150,628	\$ 68,798	\$2,054,564	Total du passif.

93.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces

93.—Budgets de l'instruction publique au Canada, par provinces

Year—Année	P.E.I.—I.P.-E.			N.S.—N.-E.			
	Gov. Grants — Subv. du gouvernement	Local Assessment — Taxes locales	Total	Gov. Grants — Subv. du gouvernement	Municipal Funds — Fonds municipal	Local Assessment — Taxes locales	Total
	\$	\$	\$	\$	\$	\$	\$
1911.....	126,438	54,738	181,176	378,726	146,821	804,125	1,329,674
1912.....	179,956	81,685	261,641	374,810	147,170	859,284	1,381,264
1913.....	150,732	56,874	207,606	385,734	156,864	944,992	1,487,590
1914.....	156,503	61,499	217,993	388,671	164,980	1,002,967	1,556,618
1915.....	163,413	91,258	259,671	407,213	168,009	1,066,892	1,642,114
1916.....	173,962	70,610	244,572	414,738	168,114	1,037,302	1,620,154
1917.....	178,607	72,623	251,230	432,284	163,535	1,157,907	1,752,726
1918.....	173,579	94,968	268,547	427,484	163,994	1,280,965	1,872,444
1919.....	187,488	98,472	285,960	432,496	204,519	1,460,578	2,097,593
1920.....	211,618	131,030	342,648	485,787	224,025	1,978,242	2,634,763
1921.....	244,347	152,431	396,778	576,591	495,242	2,370,712	3,442,546
1922.....	271,103	157,766	428,869	616,389	502,804	2,527,377	3,646,570

Year—Année	N.B.—N.-B.				Que.—Qué.		
	Gov. Grants — Subv. du gouvernement	Municipal Funds — Fonds municipal	Local Assessment — Taxes locales	Total	Gov. Grants — Subv. du gouvernement	Assessment and Other sources — Taxes et autres sources	Total
	\$	\$	\$	\$	\$	\$	\$
1911.....	196,082	90,193	593,073	879,348	1,065,429	5,729,104	6,794,533
1912.....	196,958	93,783	632,384	923,125	1,204,529	6,212,440	7,416,969
1913.....	196,320	97,404	648,479	942,203	1,529,006	7,696,765	9,225,771
1914.....	195,261	97,946	704,476	996,683	1,724,110	7,172,870	8,896,989
1915.....	200,635	97,423	761,753	1,059,811	1,782,417	9,681,206	11,463,623
1916.....	206,486	96,141	844,256	1,146,883	1,882,838	10,533,769	12,416,607
1917.....	204,754	97,284	843,357	1,145,395	2,068,766	11,887,454	13,956,220
1918.....	286,949	97,230	930,567	1,314,746	2,077,569	12,405,301	14,482,870
1919.....	277,996	99,097	1,153,163	1,530,256	2,145,976	14,698,708	16,844,684
1920.....	290,028	103,629	1,364,915	1,758,572	2,334,108	16,867,297	19,201,405
1921.....	352,693	146,003	1,779,926	2,278,622	2,351,471	19,771,508	22,122,979
1922.....	381,075	195,948	2,080,023	2,657,046	—	—	—

ONTARIO—Receipts—ONTARIO—Recettes

Year—Année	Elementary Schools—Ecoles élémentaires				Secondary Schools — Ecoles secondaires		Grand Total
	Gov. Grants — Subv. du gouvernement	Local Assessments — Taxes locales	Clergy Reserve Fund and Other Sources — Fonds de réserve du clergé et autres sources	Total	Gov. Grants — Subv. du gouvernement	Total	
	\$	\$	\$	\$	\$	\$	\$
1911.....	892,377	7,826,083	3,778,183	12,496,643	254,879	2,180,026	14,676,669
1912.....	842,278	9,478,887	3,936,887	14,258,052	274,037	2,709,389	16,967,441
1913.....	778,150	9,856,380	4,025,284	14,659,814	315,573	3,686,267	18,146,081
1914.....	760,845	12,608,865	4,069,565	17,439,275	330,766	4,857,434	22,296,712
1915.....	849,872	11,810,023	4,089,210	16,749,105	254,903	3,352,731	20,101,836
1916.....	831,938	11,010,356	4,237,738	16,080,082	249,998	3,380,927	19,461,009
1917.....	907,846	12,193,439	4,168,000	17,269,285	249,821	3,412,115	20,681,400
1918.....	970,585	13,114,725	4,278,957	18,364,267	345,635	3,931,788	22,296,055
1919.....	1,316,529	14,364,049	6,912,656	22,593,234	381,462	4,437,247	27,030,481
1920.....	1,612,837	18,766,800	9,413,521	29,793,158	801,059	6,102,956	35,896,114
1921.....	2,454,018	21,195,263	11,461,271	35,110,552	1,021,693	8,745,050	43,855,602

93.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces—Continued.

93.—Budgets de l'instruction publique au Canada, par Provinces—Suits.

ONTARIO—Expenditure.—ONTARIO—Dépenses

Year—Année	Elementary Schools—Ecoles Élémentaires					Secondary Schools — Ecoles secondaires	Grand Total
	Teachers' Salaries — Traitement des inst't's	Sites, Etc. — Achat d'emplacements, etc.	Apparatus, Etc. — Appareils, etc.	Rent, Etc. — Loyer, etc.	Total		
1911.....	\$ 5,610,213	\$ 2,164,459	\$ 139,229	\$ 1,990,383	\$ 9,904,284	\$ 2,220,138	\$ 12,104,422
1912.....	6,109,547	2,777,960	167,755	2,218,698	11,273,960	2,218,148	13,492,108
1913.....	6,648,255	2,869,830	149,167	2,658,655	12,325,907	2,942,384	15,268,291
1914.....	7,203,034	4,626,030	167,283	2,854,621	14,850,968	3,739,065	18,590,533
1915.....	7,614,110	3,561,951	177,038	2,914,377	14,267,476	2,781,768	17,049,244
1916.....	7,929,490	2,232,110	192,212	2,998,093	13,351,905	2,794,402	16,146,307
1917.....	8,398,450	1,987,644	290,207	3,435,534	14,111,835	2,743,596	16,855,431
1918.....	9,027,151	1,242,642	169,136	4,737,794	15,176,723	3,412,167	18,588,890
1919.....	10,160,399	2,870,349	302,046	5,518,833	18,851,627	3,785,816	22,647,443
1920.....	13,070,038	4,792,571	333,288	7,020,615	25,216,512	5,409,923	30,626,435
1921.....	15,473,049	5,605,341	418,370	8,218,033	29,714,793	7,024,771	36,739,564

MANITOBA—Receipts—Recettes

Year—Année	Legislative Grants — Subv. du gouvernement	Municipal Taxes — Taxes municipales	Debentures — Emissions d'obligations	Promissory Notes — Emprunts sur billets	Sundries — Diverses	Balance from previous yrs. — Report des ann. précé.	Total
	\$	\$	\$	\$	\$	\$	\$
1911.....	325,410	1,847,380	1,318,068	1,275,239	76,172	399,539	5,241,808
1913.....	351,745	2,198,459	987,457	960,215	213,283	302,407	5,013,566
1914.....	390,582	2,673,449	1,545,042	396,459	150,429	518,388	5,674,349
1915.....	468,335	3,047,670	1,738,926	2,071,397	122,974	466,837	7,916,139
1916.....	503,774	3,296,667	344,673	2,080,204	239,176	609,982	7,074,476
1917.....	522,293	3,445,239	321,370	947,486	108,046	376,318	5,720,752
1918.....	616,977	3,736,452	240,855	1,142,289	133,111	416,194	6,285,878
1919.....	589,147	4,200,519	188,931	1,165,751	264,710	508,348	6,917,406
1920.....	691,981	4,947,186	402,181	2,208,019	432,110	436,168	9,117,644
1921.....	822,186	6,922,864	2,250,073	2,773,212	280,644	457,312	13,506,292
1922.....	1,058,292	7,991,517	1,832,134	2,613,709	242,840	563,183	14,301,675

MANITOBA—Expenditure—Dépenses

Year—Année	Teachers' Salaries — Traitements des instituteurs	Building, Etc. — Construc-tions, etc.	Fuel — Chauffage	Repairs and Caretaking — Réparations et concierges	Salary of Sec.-Treas. — Appointe-ments des sec.-trésoriers
	\$	\$	\$	\$	\$
1911.....	1,452,630	1,199,288	109,299	167,734	29,218
1913.....	1,734,854	1,420,882	99,915	132,222	32,493
1914.....	1,861,809	1,426,758	146,664	242,270	37,684
1915.....	2,066,440	1,358,533	110,049	379,318	65,025
1916.....	2,195,226	823,266	165,697	358,315	41,530
1917.....	2,314,006	382,988	171,462	385,226	19,806
1918.....	2,382,840	440,211	197,258	418,660	46,249
1919.....	2,648,320	556,072	243,155	372,323	51,553
1920.....	3,296,035	958,933	354,076	479,192	96,086
1921.....	4,335,529	2,081,176	393,160	741,058	91,412
1922.....	5,016,903	1,947,527	512,016	746,642	140,414

Year—Année	Principal of Debentures — Capital des obligations	Interest on Debentures — Intérêt sur obligations	Promissory Notes — Billets payés	Other Expenditures — Diverses	Total
	\$	\$	\$	\$	\$
1911.....	131,975	144,735	1,590,565	199,446	5,024,890
1913.....	249,030	96,979	838,162	387,255	5,036,795
1914.....	230,523	250,392	1,412,515	471,105	6,079,720
1915.....	184,910	344,476	2,260,906	347,241	7,118,898
1916.....	194,257	409,193	2,132,286	338,459	6,658,229
1917.....	241,223	155,619	1,196,806	466,166	5,333,302
1918.....	360,134	357,409	1,055,581	651,031	5,909,383
1919.....	391,332	400,754	1,305,433	649,888	6,618,740
1920.....	347,356	439,946	1,802,294	1,053,174	8,827,092
1921.....	420,323	496,565	3,049,437	1,470,545	13,079,205
1922.....	485,365	610,418	2,666,484	1,439,055	13,564,824

93.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces—Continued.

93.—Budgets de l'instruction publique au Canada, par Provinces—Suite.

SASKATCHEWAN—Receipts—Recettes

Year — Année	Elementary Schools—Ecoles élémentaires					Secondary Schools — Ecoles secondaires		Grand Total
	Gov. Grants — Subv. du gouvernement	Local Assessments — Taxes locales	Debentures — Emissions d'obligations	Other Sources — Autres sources	Total	Gov. Grants — Subv. du gouvernement	Total	
	\$	\$	\$	\$	\$	\$	\$	
1911.....	555,438	1,519,528	659,270	1,295,556	4,029,792	—	—	4,029,792
1912.....	622,088	1,929,345	1,430,603	2,048,577	6,030,613	36,945	242,148	6,272,761
1913.....	722,002	2,913,135	2,075,375	2,649,910	8,360,422	42,163	461,260	8,821,682
1914.....	867,590	4,451,326	1,037,587	2,180,074	8,536,577	53,019	483,834	9,020,411
1915.....	980,296	3,997,392	1,009,025	2,441,780	8,428,493	70,349	512,334	8,940,827
1916.....	969,709	4,694,242	649,300	2,999,443	9,312,694	77,158	593,144	9,905,838
1917.....	1,104,156	4,954,200	—	4,213,371	10,271,727	83,496	704,485	10,976,212
1918.....	1,162,490	5,618,192	455,777	1,874,459	9,110,925	90,793	276,161	9,387,086
1919.....	1,255,094	7,121,046	1,105,602	2,012,422	11,494,164	83,925	355,741	11,849,905
1920.....	1,229,934	8,826,175	1,516,765	2,341,770	13,914,643	107,133	444,791	14,359,434
1921.....	1,346,459	9,619,615	1,475,882	2,546,736	14,988,692	145,151	4,020,432	19,009,124

SASKATCHEWAN—Expenditure—Dépenses

Year — Année	Elementary Schools—Ecoles élémentaires						Secondary Schools — Ecoles secondaires		Grand Total
	Teachers' Salaries — Traitements des instituteurs	Deben- tures — Obligations	Notes (renewals and interest) — Billets et intérêts	School Buildings, Etc. — Bâtiments scolaires, etc.	Care- taking, Etc. — Chauffage etc.	Total Expendi- ture — Total des dépenses	Teachers' Salaries — Traitement des ins- tituteurs	Total ¹	
	\$	\$	\$	\$	\$	\$	\$	\$	
1911....	1,298,925	399,951	1,071,783	619,601	172,993	3,990,036	—	—	3,990,036
1912....	1,596,616	455,949	1,820,705	1,149,986	202,531	5,931,844	94,481	312,536	6,244,380
1913....	2,059,456	678,430	2,605,280	1,898,101	294,710	8,327,179	131,414	460,725	8,787,904
1914....	2,588,669	975,508	2,317,158	1,429,173	369,802	8,588,462	150,808	483,834	9,072,296
1915....	2,817,412	—	—	1,253,187	—	8,163,897	157,850	501,660	8,665,857
1916....	2,956,666	—	—	1,105,765	—	9,211,390	175,098	580,628	9,792,018
1917....	3,303,929	—	—	1,136,599	—	10,117,716	190,703	686,392	10,804,108
1918....	3,831,942	1,020,574	1,588,995	845,974	—	9,183,975	209,085	293,110	9,477,085
1919....	4,813,000	809,999	1,737,892	1,369,833	—	11,370,083	235,460	350,685	11,720,768
1920....	5,940,869	813,266	2,178,134	1,928,150	—	14,141,198	325,497	468,477	14,609,675
1921....	6,890,376	864,304	2,169,914	1,702,327	—	15,074,266	382,824	538,065	15,612,331

¹The secondary schools expenditure was included in that of the elementary schools until 1912. The items for 1918-1922 do not include promissory notes.—Jusqu'en 1912 les dépenses des écoles secondaires figurent avec celles des écoles élémentaires. En 1918-1922 le montant des billets souscrits est exclu du total.

ALBERTA—Receipts—Recettes

Year—Année	Gov. Grants — Subv. du gouvernement	Local Assessments — Taxes locales	Debentures — Emissions d'obligations	Notes — Billets	Other Sources — D'autres sources	Total
	\$	\$	\$	\$	\$	\$
1911.....	432,877	1,575,412	1,481,173	1,461,208	120,363	5,071,033
1912.....	414,116	1,793,480	1,491,498	2,665,063	262,761	6,626,918
1913.....	461,289	2,901,214	3,497,863	1,959,495	228,650	9,048,511
1914.....	507,682	3,028,776	966,350	2,771,380	279,324	7,553,512
1915.....	540,325	3,733,323	951,205	2,473,976	258,865	7,957,604
1916.....	553,141	3,749,007	155,883	1,105,538	1,203,814	6,767,383
1917.....	652,557	3,657,510	268,102	1,451,229	497,479	6,526,878
1918.....	625,830	5,132,232	433,126	1,173,546	195,990	7,560,724
1919.....	713,083	5,601,713	655,960	1,388,000	410,236	8,768,992
1920.....	885,524	6,894,401	865,195	1,948,257	279,776	10,873,153
1921.....	1,146,722	7,432,936	814,008	2,321,144	323,242	12,038,052

93.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces—Concluded.

93.—Budgets de l'instruction publique au Canada, par Provinces—Fin.

ALBERTA—Expenditure—Dépenses

Year—Année	Teachers' Salaries Sal. des instituteurs	Officials' Salaries Sal du personnel	Debentures Obligations	Notes Billets	Buildings, Etc. Bâtiments scolaires, etc.	Other Expenditure Autres dépenses	Total Expenditure Total des dépenses
	\$	\$	\$	\$	\$	\$	\$
1911.....	1,144,584	87,409	408,442	1,309,134	1,223,142	853,062	5,025,773
1912.....	1,411,201	114,382	482,906	2,021,030	1,526,001	1,111,762	6,667,282
1913.....	1,672,526	180,165	594,051	3,160,030	1,816,203	1,261,211	8,684,186
1914.....	2,050,697	179,453	815,062	2,350,462	1,324,470	1,114,747	7,834,891
1915.....	2,244,964	185,616	1,065,437	2,731,279	443,641	1,294,533	7,965,470
1916.....	2,421,404	230,931	956,563	1,266,884	325,297	920,535	6,121,614
1917.....	2,620,085	193,484	1,100,181	1,068,058	414,105	1,199,649	6,595,562
1918.....	2,860,352	198,870	1,054,044	1,598,757	604,891	1,179,777	7,496,691
1919.....	3,560,318	225,242	1,051,171	1,503,944	765,934	1,698,920	8,805,529
1920.....	4,371,508	258,249	1,053,328	1,785,432	1,092,863	2,082,949	10,644,329
1921.....	5,213,011	298,003	1,141,660	2,218,782	1,120,851	2,142,181	12,134,488

BRITISH COLUMBIA—Expenditure—COLOMBIE BRITANNIQUE—Dépenses

Year—Année	Provincial Government Gouvernement provincial	Cities, Municipalities, Rural and Assisted Schools Ecoles de cités et villes, rurales et subventionnées	Total
	\$	\$	\$
1911.....	1,001,808	1,639,714	2,641,522
1912.....	1,151,715	2,730,773	3,882,488
1913.....	1,663,003	2,995,892	4,658,895
1914.....	1,885,654	2,749,223	4,634,877
1915.....	1,607,651	2,309,795	3,917,446
1916.....	1,591,322	1,625,028	3,216,350
1917.....	1,600,125	1,637,539	3,237,664
1918.....	1,653,797	1,865,218	3,519,015
1919.....	1,791,154	2,437,566	4,228,720
1920.....	2,155,935	3,314,246	5,470,180
1921.....	2,931,572	4,238,458	7,170,030
1922.....	3,141,738	4,691,840	7,833,578

93a.—Canadian Publicly Controlled Schools: Cost per Pupil enrolled, by Provinces, 1911-22

93a.—Ecoles du Canada sous le contrôle administratif: Cout par élève inscrit par provinces, 1911-22

Year—Année	P.E.I. I.P.-E.	N.S. N.-E.	N.B. N.-B.	Que. Qué.	Ont.	Man. ¹	Sask. ¹	Alta. ¹	B.C. C.-B.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1911.....	9 49	12 89	12 75	16 55	23 26	42 46	40 39	—	53 42
1912.....	13 92	13 28	13 34	17 55	25 50	—	54 02	—	74 39
1913.....	11 10	14 13	13 52	21 23	27 96	50 18	60 93	40 19	81 19
1914.....	12 06	14 63	14 11	19 36	32 81	49 70	59 27	46 43	74 81
1915.....	14 11	15 24	14 71	24 35	29 74	48 11	—	44 69	60 96
1916.....	13 24	14 84	15 70	25 30	28 57	43 60	—	44 09	49 81
1917.....	13 81	16 08	15 90	28 49	29 74	38 80	—	45 39	49 72
1918.....	14 43	17 29	18 50	29 38	31 43	44 16	52 12	46 81	52 12
1919.....	16 25	19 60	21 54	34 65	38 73	46 34	60 79	52 89	58 73
1920.....	17 87	25 00	24 09	36 00	47 57	54 09	71 07	58 06	69 03
1921.....	20 80	31 44	30 91	40 35	54 31	74 48	73 08	61 24	83 42
1922.....	21 21	31 92	34 17	43 15	—	79 62	—	—	85 23

¹Money borrowed by note not included in expenditure—L'argent emprunté sur billets est exclu des dépenses.

93b.—Canadian Publicly Controlled Schools: Cost per Pupil in Average Attendance, by Provinces, 1911-22

93b.—Ecoles du Canada sous le contrôle administratif: Coût par élève présent à l'école, par provinces, 1911-22

Year—Année	P.E.I. I.P.-E.	N.S. N.-E.	N.B. N.-B.	Que. Qué.	Ont.	Man.	Sask.	Alta.	B.C. C.-B.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1911.....	16 18	21 70	20 54	21 35	38 59	75 42	76 21	—	74 95
1912.....	21 69	21 70	21 13	22 32	41 60	—	89 57	—	103 35
1913.....	17 71	22 64	21 22	26 61	44 85	87 18	110 58	69 90	108 08
1914.....	19 51	23 37	22 37	24 37	52 02	79 44	103 84	76 55	94 34
1915.....	22 20	23 34	22 12	30 23	45 12	71 28	—	71 16	74 59
1916.....	21 44	23 40	23 85	31 47	44 04	68 02	—	72 53	63 22
1917.....	22 19	25 01	24 43	35 93	45 61	59 75	—	74 82	61 58
1918.....	22 75	27 56	28 56	37 21	54 04	69 22	86 66	75 87	64 28
1919.....	26 21	32 01	34 97	46 06	58 25	73 82	97 79	85 99	74 59
1920.....	28 22	40 67	37 46	47 88	72 66	80 00	116 20	95 63	91 49
1921.....	31 82	47 04	45 81	51 56	82 30	111 56	112 95	87 09	104 68
1922.....	31 49	45 92	51 50	55 70	—	114 23	—	—	103 73

12.—HIGHER EDUCATION—ENSEIGNEMENT SUPÉRIEUR

94.—Universities of Canada: Foundation, Affiliation, Faculties, and Degrees

Name and Address	Date of		Affiliation to other Universities	Faculties	Degrees
	Original Foundation	Charter Present			
University of St. Dunstan's, Charlottetown, P.E.I.	1855	—	Laval.	Arts, Preparatory Commercial and Theology.	B.L., B.A., B.Sc., Ph.M.
University of Kings' College, Windsor, N.S.	1789	1802	Oxford and Cambridge.	Arts, Law, Science, Divinity.	B.A., M.A., B.Sc., D.Sc., M.Sc., B.C.L., D.C.L., B.D., D.D.
Dalhousie University, Halifax, N.S.	1818	1863	Oxford and Cambridge.	Arts and Science, Law, Medicine and Dentistry.	B.A., M.A., B.Sc., L.Mus., M.Sc., B.Mus., Phm.B., LL.B., MD., C.M., D.D.S., LL.D.
Acadia University, Wolfville, N.S.	1838	1840	Oxford, Dalhousie and McGill, Nova Scotia Technical.	Arts, Divinity, Law, Science, Applied Science, Literature.	B.A., B.Sc., B.Th., and M.A.
University of St. Francis Xavier, Antigonish, N.S.	1855	1909	—	Arts, Science, Engineering, Law.	B.A., M.A., B.Sc., LL.D.
University of New Brunswick, Fredericton, N.B.	1800	1860	Oxford, Cambridge, Dublin, McGill.	Arts, Applied Science, Partial Course in Law.	B.A., M.A., B.Sc., Civil Engineering, Electrical Engineering, Forestry, D.Sc.
Mount Allison University, Sackville, N.B.	1858	1886-1913	Dalhousie, Oxford and Cambridge.	Arts, Theology, Engineering.	B.A., M.A., B.Sc., B.D.
University of St. Joseph's College, St. Joseph, N.B.	1864	1898	Oxford.	Arts, Science,	B.A., B.S., B.L., B.C.S., M.A.
McGill University, Montreal, Que.	1821	1852	Acadia, Mount Allison, St. Francis Xavier, Alberta, are affiliated to McGill in the Faculty of Applied Science.	Arts, Applied Science, Law, Medicine Agriculture.	B.A., M.A., B.C.L., D.C.L., LL.D., B.Sc., D.Sc., D.D.S., M.Sc., Mus. Bac., Mus. Doc., B.S.A., D.Sc., B. Arch., M.D., C.M., D.Litt., Ph.D., LL.B., LL.M., B.Com., B.H.S.
University of Bishop's College, Lennoxville, Que.	1843	1853	Oxford and Cambridge.	Arts, Divinity, Medicine and Law.	B.A., M.A., B.D., D.D., D.C.L., Mus., Bac., Mus. Doc., L.S.T.
Laval University, Quebec, Que.	1852	1852	—	Theology, Law, Medicine, Arts.	M.A., B.A., B.S., B.L., Ph.D., Ph.L., Ph.B., M.D., M.B., LL.B., LL.L., LL.D., D.B., D.L., D.D., C.L.B., C.L.L., C.L.D.
University of Montreal, Montreal, Que.	1878	1920	—	Theology, Law, Medicine, Arts, Dom. Sc. Drawing, Music.	Bachelor, Licentiate, Doctor.
University of Toronto, Toronto, Ont.	1827	1906	Oxford, Cambridge and Dublin.	Arts, Medicine, Applied Science, Engineering, Agriculture, Forestry, Education, Household Science.	B.A., M.A., Ph.D., LL.B., LL.M., LL.D., Mus. Bac., Mus. Doc., M.B., M.D., B.A.Sc., M.A.Sc., C.E., E.E., M.E., B. Paed., D. Paed., B.S.A., B.Sc. A., B.Sc.F., F.E., D.D.S., Phm. B., B.V.Sc., D.V. Sc.
Victoria University, Toronto, Ont.	1836	1836	Toronto.	Arts and Theology.	B.D., D.D.
University of Trinity College, Toronto, Ont.	1851	1852	Toronto.	Arts and Divinity.	L.Th., B.D., D.D.
Western University, London, Ont.	1878	1908	—	Arts, Medicine and Public Health, Music.	B.A., M.A., M.D., LL.D., D.Sc., D.P.H., Mus. Bach.
Queen's University, Kingston, Ont.	1841	1841	—	Arts, Science, Engineering, Medicine, Theology.	B.A., M.A., B.Sc., D.Sc., M.Sc., M.D., M.B., LL.D., B.D., D.D., B. Paed., D. Paed., B. Com.
University of Ottawa, Ottawa, Ont.	1849	1866	—	Theology, Philosophy, Law, Arts and Commercial.	LL.D., D.D., B.Ph., D.Ph., B.A., M.A.
McMaster University, Toronto, Ont.	1857	1887	Oxford, Cambridge, London.	Arts, Theology.	B.A., M.A., B.Sc., B.Th., B.D.
University of Manitoba, Winnipeg, Man.	1877	1877	—	Arts, Science, Law, Medicine, Engineering, Architecture, Pharmacy, Agriculture.	B.A., M.A., B.Sc., M.D., C.M., B.C.E., B.E.E., M.C.E., M., E.E., B.M.E., B.Arch. Phm.B., B.S.A., LL.B., LL.D.
University of Saskatchewan, Saskatoon, Sask.	1907	1907	Oxford.	Arts, Science, Law, Agriculture, Pharmacy, Accounting, Education, Veterinary Medicine.	B.A., B.Sc., B.S.A., B.E., LL.B., M.A., M.Sc.
University of Alberta, Edmonton, Alberta.	1906	1910	Oxford, McGill and Toronto.	Arts and Sc., App. Sc., Agriculture, Medicine, Dentistry, Law, Pharmacy and Accountancy.	B.A., B.Sc., M.A., B.S.A., M.Sc., LL.B., Phm.B., B.D. LL.D.
University of British Columbia, Vancouver, B.C.	1907	1908	—	Arts, Applied Science and Agriculture.	B.A., B.Sc.

94.—Universités canadiennes: fondation, affiliation, facultés et diplômes

Nom et siège	Date de la		Affiliation à d'autres universités	Facultés	Diplômes
	Fonda- tion	Charte actuelle.			
Université St. Dunstan, Charlottetown, I.P.E.	1855	—	Laval.	Lettres, cours prépara- toires, Commerce et Théologie.	B.C., B.A., B.Sc., Ph.m.
Université de King's College, Windsor, N.-E.	1789	1802	Oxford et Cam- bridge.	Lettres, droit, sciences, théologie.	B.A., M.A., B.Sc., D.Sc., M.Sc., B.C.L., D.C.L. B.D., D.D.
Université Dalhousie, Hali- fax.	1818	1863	Oxford et Cam- bridge.	Lettres et sciences, droit médecine et art den- taire.	B.A., M.A., B.Sc., L. Mus., M.Sc., B.Mus., Phm.B., LL.B., M.D., C.M., D.D.S., LL.D., B.A., B.Sc., B.Th. et M.A.
Université Acadia, Wolfville, N.-E.	1838	1840	Oxford, Dalhousie et McGill, Collège Technique de la N.-E.	Lettres, théologie, droit, sciences, sciences ap- pliquées, littérature.	B.A., B.Sc., B.Th. et M.A.
Université de St-François- Xavier, Antigonish, N.-E.	1855	1909	—	Lettres, Sciences, génie civil, droit.	B.A., M.A., B.Sc., LL.D.
Université du Nouveau-Brun- swick, Fredericton, N.-B.	1800	1860	Oxford, Cambridge, Dublin, McGill.	Lettres, sciences appli- quées, droit (partielle- ment).	B.A., M.A., B.Sc., pour ingénieurs civils, élec- triciens ou forestiers, D.Sc.
Université Mount Allison, Sackville, N.-B.	1858	1886-1913	Dalhousie, Oxford et Cambridge.	Lettres, théologie, génie civil.	B.A., M.A., B.Sc., B.D.
Université du Collège St- Joseph, St-Joseph, N.-B.	1804	1898	Oxford.	Lettres, sciences.	B.A., B.S., B.L., B.C.S., M.A.
Université McGill, Montréal, Qué.	1821	1852	Les universités Aca- dia, Mt. Allison, St-François-Xa- vier et Alberta sont affiliées à la Faculté des scien- ces appliquées de McGill.	Lettres, sciences appli- quées, droit, médecine, agriculture.	B.A., M.A., B.C.L., D.C.L., LL.D., B.Sc., D.Sc., D.D.S., M.Sc., B.Mus., D. Mus., B. S.A., D.Sc., B. Arch., M.D., C.M., D. Litt., Ph.D. LL.B., LL.M. B., Com., B.H.S.
Université Bishop's College, Lennoxville, Qué.	1843	1853	Oxford et Cam- bridge.	Lettres, théologie, mé- decine, droit.	B.A., M.A., B.D., D.D., D.C.L., Mus. Bac., Mus. Doc., L.S.T.
Université Laval, Québec, Qué.	1852	1852	—	Théologie, droit,, mé- decine, lettres.	M.A., B.A., B.S., B.L., Ph.D., Ph.L., Ph.B., M.D., M.B., LL.B., LL.L., LL.D., D.B., D.L., D.D., C.L.B., C.L.L., C.L.D.
Université de Montréal, Montréal, Qué.	1878	1920	—	Théologie, droit, méde- cine, lettres, sc. ménag- ères, dessin, musique	Bachelier, licencié, doc- teur.
Université de Toronto, To- ronto, Ont.	1827	Loi de 1906	Oxford, Cambridge et Dublin.	Lettres, médecine, scien- ces appliquées, génie civil, agriculture, syl- viculture, pédagogie, science ménagère.	B.A., M.A., Ph.D., LL. B., LL.M., LL.D., Mus. Bac., Mus. Doc., M.B., M.D., B.A.Sc., M.A.Sc., C.E., E.E., M.E., B. Pæd., D. Pæd., B.S.A., B.Sc.A. B.Sc.F., F.E., D.D.S. Phm. B., V.B.Sc., D.V.Sc.
Université Victoria, Toronto.	1836	1836	Toronto.	Lettres, théologie.	B.D., D.D.
Université Trinity College, Toronto, Ont.	1851	1852	Toronto.	Lettres, théologie.	L.Th., B.D., D.D.
Université Western, London, Ont.	1878	1908	—	Lettres, médecine et hygiène publique mu- sique.	B.A., M.A., M.D., LL.D., D.Sc., D.P.H. Mus. Bach.
Université Queen's, Kingston, Ont.	1841	1841	—	Lettres, sciences, génie civil, médecine, théo- logie.	B.A., M.A., B.Sc., D.Sc., M.Sc., M.D., M.B., LL.D., B.D., D.D., B.Pæd., D. Pæd., B. Com.
Université d'Ottawa, Otta- wa, Ont.	1849	1866	—	Théologie, philosophie, droit, lettres et com- merce.	LL.D., D.D., B.Ph., D.Ph., B.A., M.A.
Université McMaster, To- ronto, Ont.	1857	1887	Oxford, Cambridge, Londres.	Lettres, théologie.	B.A., M.A., B.Sc., B.Th., B.D.
Université du Manitoba, Win- nipeg, Man.	1877	1877	—	Lettres, sciences, droit, médecine, génie civil, architecture, pharma- cie, agriculture.	B.A., M.A., B.Sc., M.D., C.M., B.C.E., B.E.E., M.C.E., M. E.E., B.M.E., B. Arch. Phm. B., B.S.A., LL. B., LL.D.
Université de la Saskatche- wan, Saskatoon, Sask.	1907	1907	Oxford.	Lettres, sciences, droit, agriculture, génie civil, pharma, comptabilité, pédagogie, méd. vét.	B.A., B.Sc., B.S.A., B.E., LL.B., M.A., M.Sc.
Université de l'Alberta, Ed- monton, Alberta.	1906	1910	Oxford, McGill et Toronto.	Lettres et sciences, scien- ces appliquées, agricul- ture, médecine, art dentaire, droit, écoles de pharmacie et de comptabilité.	B.A., B.Sc., M.A., B.S.A., M.Sc., LL.B., Phm.B., B.D., LL.D.
Université de la Colombie Britannique, Vancouver, C.-B.	1907	1908	—	Lettres, sciences appli- quées et agriculture.	B.A., B.Sc.

95.—Universities of Canada: Number of Teaching Staff in the Various Faculties, 1921-22—Universités du Canada: Personnel d'enseignement dans les différentes facultés, 1921-22

Name and Address of University Nom et siège	Sex Sexe	Professors and Instructors—Professeurs instructeurs											
		Preparatory Préparatoires	Arts and Science Lettres et science	Engineering Génie	Law Droit	Medicine Médecine	Pharmacy Pharmacie	Theology Théologie	All Others Tous autres	Total (excluding duplicates) Total (sans double emploi)			
										M.—H.	F.—F.	Total	
St. Dunstan's University, Charlottetown, P.E.I.....	M.	12	8	—	—	—	—	—	—	14	—	14	14
University of King's College, Windsor, N.S.....	F.	—	13	—	7	—	—	6	—	20	1	20	21
Dalhousie University, Halifax, N.S.....	F.	—	28	—	19	40	—	—	17	104	2	104	106
Acadia University, Wolfville, N.S.....	F.	—	20	6	—	1	—	4	—	20	2	20	22
University of St. Francis Xavier, Antigonish, N.S.....	F.	8	21	5	—	1	—	—	—	19	—	19	19
University of New Brunswick, Fredericton, N.B.....	F.	—	10	9	—	—	—	—	11	12	—	12	12
University of Mt. Allison, Sackville, N.B.....	F.	—	19	11	—	—	—	—	—	20	—	20	20
University of St. Joseph's College, St. Joseph, N.B.....	F.	24	14	—	—	—	—	2	—	38	—	38	38
McGill University, Montreal, Que.....	F.	—	74	70	17	126	5	—	28	320	40	320	360
Bishop's College, Lennoxville, Que.....	F.	9	9	1	1	1	—	3	—	9	—	9	9
University of Laval, Que.	F.	94	45	—	20	28	4	11	48	250	15	250	265
University of Montreal, Montreal, Que.....	F.	201	188	19	17	86	10	15	158	694	51	694	745
University of Toronto, Toronto, Ont.....	F.	15	10	—	—	210	—	—	53	502	49	502	551
Victoria University, Toronto, Ont.....	F.	—	26	78	—	5	—	—	17	32	2	32	34
University of Trinity College, Toronto, Ont.....	F.	—	23	1	—	—	—	11	—	27	3	27	30
Western University, London, Ont.....	F.	2	35	—	—	58	—	—	—	92	9	92	101
Queen's University, Kingston, Ont.....	F.	—	64	61	—	47	—	5	1	102	10	102	112
University of Ottawa, Ottawa, Ont.....	F.	85	28	—	—	—	—	8	13	101	85	101	136
McMaster University, Toronto, Ont.....	F.	—	14	—	—	—	—	8	—	22	—	22	22
University of Manitoba, Winnipeg, Man.....	F.	—	48	15	16	50	1	—	8	144	9	144	153
University of Saskatchewan, Saskatoon, Sask.....	F.	—	37	12	7	—	7	—	11	74	11	74	85
University of Alberta, Edmonton, Alberta.....	F.	—	44	28	20	33	11	6	4	118	9	118	127
University of British Columbia, Vancouver, B.C.....	F.	—	—	2	—	2	—	—	—	96	14	96	110
Total.....		502	1,023	318	123	689	39	90	441	312	—	312	2,830

96.—Universities of Canada: Number of Students by Academic Years, 1921-22

96.—Universités canadiennes: nombre d'étudiants par académiques, 1921-22

University — Université	Pre-para- tory	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	Grad- uates	All others	Total	No. of Degrees conferred. — Nombre de diplômes accordés		Total
	Pré- para- toire	Pre- mière année	Deur- ième année	Troi- sième année	Qua- trième année	Cin- quième année	Sixième année	Gra- dués	Tous autres		Under- graduates — Sous gradués	Grad- uates — Gra- dués	
St. Dunstan's ¹	135	39	20	18	18	—	—	—	—	230	16	—	16
King's.....	—	42	38	32	21	—	—	11	—	144	36	14	50
Dalhousie.....	Not given	by	academic	years.	—	Les	années	académ	iques	ne	sont pas	ind.	720
Acadia.....	—	97	79	54	56	5	—	—	16	307	63	3	66
St. Fr. Xav.....	—	—	—	—	85	61	32	2	34	214	19	1	20
N. Brunsw.....	—	56	52	36	21	—	—	3	—	163	21	1	22
M. Allison.....	—	67	56	40	32	—	—	3	67	265	19	3	22
St. Joseph's ¹	322	10	16	11	13	—	—	3	—	375	11	—	11
McGill.....	—	881	634	700	384	110	—	68	64	2,841	384	30	414
Bishop's.....	14	30	16	16	—	—	—	7	—	83	15	4	19
Laval.....	356	336	257	237	201	—	—	574	58	2,019	289	89	378
Montreal.....	3,258	292	280	294	310	891	454	—	619	6,398	155	204	359
Toronto.....	—	1,641	882	1,089	676	157	—	221	2,034	6,700	1,052	113	1,165
Victoria.....	Not given	by	academic	years.	—	Les	années	académ	iques	ne	sont pas	ind.	614
Trinity.....	—	50	32	41	21	—	—	15	23	182	30	3	33
Western.....	—	133	111	90	53	31	—	4	159	581	56	5	61
Queen's.....	11	99	148	194	94	44	—	1	1,971	2,562	237	12	249
Ottawa ¹	2,797	78	38	48	42	—	—	35	97	3,135	89	78	167
McMaster.....	—	54	56	43	40	—	—	44	64	301	49	5	54
Manitoba.....	—	664	444	299	134	26	—	40	819	2,426	192	20	212
Saskatch.....	—	—	—	—	—	—	—	20	1,020	1,040	94	9	103
Alberta.....	—	336	265	208	103	—	—	68	305	1,285	121	16	137
B. Columbia.....	—	446	241	172	116	1	—	38	217	1,231	114	10	124
Total.....	6,893	5,351	3,665	3,622	2,420	1,326	486	1,157	7,567	23,143	3,248	644	3,892

¹The 95 students given by years are taking the ordinary 4 undergraduate years leading to a degree in Arts, Letters and Philosophy, which are the 4th, 5th, 6th and 7th years of St. Dunstan's. The same arrangement of years applies to St. Joseph, N.B. and Ottawa.

²Les 95 étudiants répartis entre les quatre premières années, s'y préparent au baccalauréat ès-arts, ès-lettres ou ès-philosophie, ces années étant des 4e, 5e, 6e et 7e années du programme de St. Dunstan. Il en est ainsi aux universités de St. Joseph, N.-B. et d'Ottawa.

³Excluding 678 registered at Trinity and Victoria, as well as at Toronto.

⁴Exclus 678 inscrits à Trinity et Victoria ainsi à Toronto.

97.—Universities of Canada: Number of Students attending Universities outside their Province of Residence, 1921-22

97.—Universités du Canada: nombre d'étudiants fréquentant les universités en dehors de leur province de résidence, 1921-22

Province in which Uni- versity is located	Province of Residence of Students La province de résidence des étudiants										Total
	P.E.I.	N.S.	N.-B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Dis- tricts	
	I.P.-E.	N.-E.	N.-B.	Qué.					C.-B.	Au dehors du Canada	
P.E.I.—I.	—	—	—	—	—	—	—	—	—	—	—
P.-E.....	—	1	8	16	—	—	—	—	—	—	12
N.S.—N.-E.	43	—	198	5	21	—	3	—	7	—	76
N.-B.....	19	120	—	61	3	2	—	1	—	—	77
Que-Qué.....	149	114	142	—	610	44	42	76	119	—	486
Ont.....	13	70	32	535	—	74	211	125	140	2	281
Man.....	1	1	4	—	24	—	116	11	13	—	14
Sask.....	4	9	5	3	24	16	—	22	3	—	38
Alta.....	1	20	7	—	30	15	75	—	35	—	30
B.C.—C.-B.	—	1	—	—	1	1	4	1	—	—	13
Total.....	230	336	396	620	713	152	451	240	317	2	1,027

4,484

98.—Universities of Canada: Number of Students in the Various Faculties, 1921-22

98.—Universités Canadiennes: Etudiants dans les différentes facultés, 1921-22

	Name and Address of University — Nom et Siège	Sex Sexe	Preparatory courses — Cours préparatoires	Arts, Pure Science Philosophy, etc.		Agriculture	Architecture	Banking — Système bancaire	Commerce	Dentistry — Art dentaire	Education — Pédagogie	Engineering — Génie civil	Forestry — Sylviculture	
				Undergraduate — Sous-graduates — Graduate	Graduates									
														Lettres, Science, Philo- sophie, etc.
1	St. Dunstan's University, Char- lottetown, P.E.I.	M. F.	135 —	95 —	— —	— —	— —	— —	— —	— —	— —	— —	— —	
2	University of King's College, Windsor, N.S.	M. F.	— —	91 22	— —	— —	— —	— —	— —	— —	— —	— —	— —	
3	Dalhousie University, Halifax, N.S.	M. F.	— —	164 135	5 3	— —	— —	— —	15 3	61 3	— —	40 —	— —	
4	Acadia University, Wolfville, N.S.	M. F.	— —	153 98	4 1	— —	— —	— —	— —	— —	— —	33 —	— —	
5	University of St. Francis Xavier, Antigonish, N.S.	M. F.	92 —	154 43	— —	— —	— —	— —	— —	— —	— —	15 —	— —	
Total N.S.			92	860	15	—	—	—	18	64	—	88	—	
6	University of New Brunswick, Fred- ericton, N.B.	M. F.	— —	41 34	— —	— —	— —	— —	— —	— —	— —	66 —	23 —	
7	University of Mt. Allison, Sackville, N.B.	M. F.	— —	112 98	2 1	— —	— —	— —	— —	— —	— —	52 —	— —	
8	University of St. Joseph's College, St. Joseph, N.B.	M. F.	322 —	50 —	— —	— —	— —	— —	— —	— —	— —	— —	— —	
Total N.B.			322	335	3	—	—	—	—	—	—	118	23	
9	McGill University, Montreal, Que.	M. F.	— —	338 230	50 18	65 2	25 —	— —	196 1	115 —	10 48	638 —	— —	
10	University of Bishop's College, Len- noxville, Que.	M. F.	9 —	24 3	— —	— —	— —	— —	— —	— —	— —	— —	— —	
11	Laval University, Quebec, Que.	M. F.	949 —	438 4	77 4	49 —	— —	— —	60 6	— —	50 —	— —	22 —	
12	University of Montreal, Montreal, Que.	M. F.	1,693 503	1,129 47	181 152	70 —	16 —	— —	262 —	203 —	23 7	103 —	— —	
Total Que.			3,154	2,239	489	186	41	—	525	318	138	741	22	
13	University of Toronto, Toronto, Ont.	M. F.	— —	1,342 1,112	131 47	— —	— —	— —	— —	— —	213 140	820 1	62 —	
14	Victoria University, Toronto, Ont.	M. F.	— —	303 243	— —	— —	— —	— —	— —	— —	— —	— —	— —	
15	University of Trinity College, Tor- onto, Ont.	M. F.	— —	80 65	17 2	— —	— —	— —	— —	— —	— —	— —	— —	
16	Western University, London, Ont.	M. F.	16 1	210 199	1 1	— —	— —	— —	— —	— —	— —	— —	— —	
17	Queen's University, Kingston, Ont.	M. F.	— —	325 239	7 4	— —	— —	250 —	62 3	— —	— —	322 —	— —	
18	University of Ottawa, Ottawa, Ont.	M. F.	974 1,763	213 18	81 8	— —	— —	— —	— —	— —	— —	— —	— —	
19	McMaster University, Toronto, Ont.	M. F.	— —	147 84	39 5	— —	— —	— —	— —	— —	— —	— —	— —	
Total Ont.			2,754	4,583	343	—	—	250	65	—	353	1,143	62	
20	University of Manitoba, Winnipeg, Man.	M. F.	— —	604 455	28 12	— —	9 —	— —	230 10	— —	— —	129 —	— —	
21	University of Saskatchewan, Saska- toon, Sask.	M. F.	— —	219 191	14 2	151 —	— —	— —	— —	— —	— —	44 —	— —	
22	University of Alberta, Edmonton, Alta.	M. F.	— —	264 196	49 19	88 1	2 —	— —	15 3	39 —	— —	56 —	— —	
23	University of British Columbia, Vancouver, B.C.	M. F.	— —	354 339	20 18	64 5	— —	— —	— —	— —	— —	195 2	— —	
Total by sex			M. F.	4,190 2,267	6,859 3,872	712 300	487 8	52 —	250 —	840 26	418 3	296 195	2,513 3	107 —
Grand total				6,457	10,731	1,012	495	52	250	866	421	491	2,516	107

¹ Including 217 not specified by sex.

² Exclusive of 371 men and 307 women registered at Victoria and Trinity as well as Toronto with which they are in federation. There were also 124 men and 109 women registered at St. Michael's College.

98.—Universities of Canada: Number of Students in the Various Faculties, 1921-22

98.—Universités Canadiennes: Etudiants dans les différentes facultés, 1921-22

Household Science — Science ménagère	Law—Droit	Medicine — Médecine	Music—Musique	Nursing—Guériteculture	Pharmacy—Pharmacie	Social Service—Oeuvres sociales	Theology—Théologie	Veterinary Medicine — Médecine vétérinaire	Summer Schools for Teachers — Cours d'été pour instituteurs	Summer Schools for other than Teachers — Cours d'été pour autres que les instituteurs	Other Short Courses — Autres cours abrégés	Correspondence — Correspondance	Unspecified — Non spécifié	Total excluding Duplicates Total (sans double emploi)			Number of these also registered in affiliated Schools—Nombre de ceux déjà comprisés dans les écoles affiliées
														Male — Hommes	Female — Femmes	Total	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	236	—	236	1
—	30	—	—	—	—	—	—	—	—	—	—	—	—	121	23	144	2
—	77	159	—	—	25	—	—	—	—	—	—	—	—	546	174	720	3
—	—	13	—	—	4	—	—	—	—	—	—	—	—	206	101	307	4
—	10	10	—	—	—	—	—	—	—	—	—	—	—	171	43	214	5
—	118	182	5	8	29	—	18	—	—	—	—	—	—	1,644	341	1,385	—
—	—	—	—	—	—	—	—	—	—	—	—	—	3	133	35	168	6
—	—	—	—	—	—	—	—	—	—	—	—	—	1	166	99	265	7
—	—	—	—	—	—	—	—	—	—	—	—	—	—	375	—	375	8
—	—	—	—	—	—	—	—	—	—	—	—	—	4	674	134	808	—
—	90	695	4	—	37	3	—	—	—	—	—	—	3	2,218	623	2,841	9
—	5	17	92	36	5	25	—	—	—	—	—	—	32	56	27	83	10
—	81	153	—	—	7	—	178	—	—	—	—	—	—	1,961	58	2,019	11
—	121	295	250	—	144	30	297	20	—	77	—	—	—	4,837	1,561	6,398	12
—	130	—	600	—	2	120	—	—	—	—	—	—	—	—	—	—	—
—	268	297	1,160	946	36	195	178	485	20	86	—	—	35	9,072	2,269	11,341	4,440
—	—	997	24	—	—	17	—	—	55	20	512	70	87	4,161	2,539	6,700	911
—	—	75	20	77	—	293	—	—	30	—	688	81	110	—	—	—	13
—	—	—	—	—	—	—	183	—	—	—	—	—	—	371	243	614	14
—	—	—	—	—	—	—	19	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	4	—	—	—	—	—	—	111	71	182	15
—	—	148	—	—	—	—	—	—	17	—	—	12	4	360	221	581	16
—	—	5	—	15	—	—	26	—	23	—	—	15	—	—	—	—	108
—	—	259	—	—	—	—	78	—	156	—	—	615	—	1,786	776	2,562	17
—	—	—	—	—	—	—	35	—	133	—	—	464	—	1,346	1,789	3,135	2,296
—	—	—	—	—	—	—	5	—	—	—	—	—	—	210	91	301	19
—	—	1,484	44	92	—	310	350	—	414	20	1,200	1,257	201	8,345	5,736	14,975	3,515
—	109	277	—	—	36	—	—	—	37	267	116	—	—	1,836	590	2,426	338
—	2	30	—	50	2	—	—	—	29	—	—	—	—	—	—	—	20
—	37	—	—	—	56	—	—	—	28	67	—	—	46	656	384	1,040	33
—	1	—	—	—	7	—	—	—	101	45	—	—	—	—	—	—	21
—	81	141	—	—	53	—	9	—	39	—	—	—	66	899	386	1,285	41
—	8	14	—	10	9	—	—	—	35	—	—	—	57	—	—	—	22
—	—	—	—	16	—	—	—	—	—	—	217	—	1	634	380	1,231	10
—	636	3,134	278	—	352	50	854	20	32	363	622	763	174	—	—	—	—
—	302	17	154	717	29	438	11	—	351	122	905	617	172	—	—	—	—
—	302	653	3,288	995	212	381	488	865	20	683	485	1,527	1,330	346	23,015	9,907	33,143
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8,177

1—Y compris 217 non spécifiés par sexe.

2 Non compris 371 hommes et 307 femmes inscrites à Victoria et à Trinity ainsi qu'à Toronto ils sont affiliés. Il y avait aussi 124 hommes et 109 femmes inscrits au collège St. Michael.

99.—Professional and Affiliated Colleges of Canada: Number of Teaching Staff and Students, by individual institutions, 1921-22

99.—Collèges professionnels et affiliés du Canada: Personnel enseignant et étudiants, par institution 1921-22

Name and Address — Nom et adresse	Number of Teaching Staff — Personnel enseignant			Number of Students — Nombre d'étudiants		
	Male — Hommes	Female — Femmes	Total	Male — Hommes	Female — Femmes	Total
Prince of Wales College, Charlottetown, P.E.I. (1921)....	7	3	10	74	158	232
Presbyterian College, Halifax, N.S.....	4	—	4	36	—	36
College of Ste. Anne, Church Point, N.S.....	15	—	15	140	—	140
Technical College, Halifax, N.S.....	40	—	40	217	38	255
Agricultural College, Turo, N.S.....	15	2	17	205	208	413
Holy Heart Theological College, Halifax, N.S.....	7	—	7	90	—	90
St. Mary's College, Halifax, N.S.....	12	—	12	220	—	220
Macdonald College, Ste. Anne de Bellevue, Que.....	42	19	61	438	353	791
Oka Agricultural School, Que.....	7	—	7	16	—	16
Ste-Anne de la Pocatière Agricultural School, Que.....	17	—	17	92	—	92
Ecoles des Hautes Etudes Commerciales, Montréal, Qué.	31	—	31	270	7	277
Presbyterian College, Montreal, Que.....	7	—	7	60	—	60
Congregational College of Canada, Montreal, Que.....	4	—	4	16	—	16
Montreal Diocesan Theological College, Montreal, Que.....	6	—	6	26	—	26
Wesleyan Theological College, Montreal, Que.....	4	—	4	128	—	128
Wycliffe College, Toronto, Ont. (1921).....	11	1	12	59	—	59
Knox College, Toronto, Ont.....	8	—	8	108	107	215
St. Michael's College, Toronto, Ont.....	24	13	37	402	104	506
Ontario Agricultural College, Guelph, Ont.....	77	10	87	1,012	582	1,594
Ontario College of Art, Toronto, Ont.....	13	8	21	238	381	619
Ontario College of Pharmacy, Toronto, Ont.....	4	—	4	122	22	144
Ontario Law School, "Osgoode Hall", Toronto, Ont.....	7	—	7	324	15	339
Toronto Bible College, Toronto, Ont.....	6	1	7	65	103	168
Royal College of Dental Surgeons, Toronto, Ont.....	—	—	—	822	15	837
Ontario Veterinary College, Guelph, Ont.....	10	—	10	83	—	83
Waterloo College, Lutheran and Theological Seminary, Waterloo, Ont.....	7	—	7	76	—	76
Huron College, London, Ont.....	4	—	4	23	—	23
St. Jerome's College, Kitchener, Ont.....	10	—	10	200	—	200
Royal Military College, Kingston, Ont.....	25	—	25	155	—	155
Brandon College, Brandon, Man.....	13	8	21	140	199	339
Manitoba Law School, Winnipeg, Man.....	16	—	16	112	2	114
Wesley College, Winnipeg, Man.....	14	3	17	193	120	313
Manitoba College, Winnipeg, Man.....	5	1	6	14	15	29
Manitoba Agricultural College, Winnipeg, Man.....	45	10	55	447	392	839
Emmanuel College, Saskatoon, Sask.....	1	—	1	29	—	29
Presbyterian Theological College, Saskatoon, Sask.....	4	—	4	52	3	55
St. Chad's College, Regina, Sask.....	2	—	2	5	1	6
Alberta College, South Edmonton, Alta.....	10	2	12	98	33	131
Edmonton Jesuit College, Edmonton, Alberta.....	19	—	19	159	—	159
Robertson College, Edmonton (South), Alberta.....	2	—	2	17	—	17
Institute of Technology and Art, Calgary, Alberta (1921)	19	—	19	657	—	657
The Anglican Theological College of B.C., Vancouver B.C.....	4	—	4	18	—	18
Columbian Methodist College, New Westminster, B.C.....	9	11	20	60	111	171
Classical Colleges of Quebec—						
Chicoutimi Classical College.....	45	—	45	599	—	599
Joliette Classical College.....	42	—	42	392	—	392
L'Assomption Classical College.....	42	—	42	384	—	384
Lévis Classical College.....	53	—	53	755	—	755
Mont Laurier Classical College.....	18	—	18	146	—	146
Montreal (Loyola) Classical College.....	29	—	29	386	—	386
Montreal (Ste-Marie) Classical College.....	41	—	41	671	—	671
Montreal (St. Sulpice) Classical College.....	25	—	25	375	—	375
Nicolet Classical College.....	51	—	51	343	—	343
Québec (Petit Séminaire) Classical College.....	58	—	58	794	—	794
Rigaud Classical College.....	35	—	35	309	—	309
Rimouski Classical College.....	35	—	35	300	—	300
St. Alexandre de la Gatineau Classical College.....	15	—	15	195	—	195
St. Alexandre de la Pocatière Classical College.....	49	—	49	589	—	589
St. Hyacinthe Classical College.....	39	—	39	493	—	493
St. Jean Classical College.....	31	—	31	278	—	278
St. Laurent Classical College.....	54	—	54	568	—	568
Ste. Thérèse Classical College.....	40	—	40	415	—	415
Sherbrooke Classical College.....	50	—	50	542	—	542
Trios-Rivières Classical College.....	43	—	43	507	—	507
Valleyfield Classical College.....	35	—	35	280	—	280
Total.....	1,428	92	1,520	17,117	2,969	20,086

¹Exclusive of 94 male, 42 female instructors and 2,570 students accounted for under "vocational"

¹Exclus 94 instituteurs et 42 institutrices et 2,570 étudiants déjà inclus avec chiffres de Tableau 71 sur travaux manuels.

100—Colleges of Canada: Number of teaching staff and of students by Type of College and Province, 1922

100—Collèges du Canada: personnel enseignant et étudiants par type de collège et province, 1922

Province	Institutions	Staff—Pers. enseignant			Students—Etudiants			Province
		M.—H.	F.	Total	M.—H.	F.	Total	
Prince Edward Island— Affiliated.....	1	7	3	10	74	158	232	Ile du Prince Edouard— Affiliés
Nova Scotia— Agricultural.....	1	15	2	17	205	208	413	Nouvelle-Ecosse Agriculture
Technical.....	1	40	—	40	217	38	255	Technique
Theological.....	2	11	—	11	126	—	126	Théologique
Affiliated.....	2	27	—	27	360	—	360	Affiliés
Total, N.S.....	6	93	2	95	908	246	1,154	..... Total, N.-E.
Quebec— Agricultural.....	3	70	—	70	525	68	593	Québec— Agriculture
Theological.....	3	14	—	14	170	—	170	Théologie
Affiliated.....	2	14	19	33	159	285	444	Affiliés
Classical.....	21	830	—	830	9,321	—	9,321	Classique
Miscellaneous.....	1	31	—	31	270	7	277	Divers
Total, Que.....	30	959	19	978	10,445	360	10,805	..... Total, Qué.
Ontario— Agricultural.....	1	77	10	87	1,012	582	1,594	Ontario— Agriculture
Dental, Veterinary, Pharmacy	3	14	—	14	1,027	37	1,064	Dentaire, vétérinaire, pharmacutique
Law.....	1	7	—	7	324	15	339	Droit
Theological.....	5	36	2	38	331	210	541	Théologie
Affiliated.....	2	34	13	47	602	104	706	Affiliés
Miscellaneous.....	2	38	8	46	393	381	774	Divers
Total, Ont.....	14	206	33	239	3,689	1,329	5,018	..... Total, Ont.
Manitoba— Agricultural.....	1	45	10	55	447	392	839	Manitoba— Agriculture
Law.....	1	16	—	16	112	2	114	Droit
Theological.....	1	5	1	6	14	15	29	Théologie
Affiliated.....	2	27	11	38	333	319	652	Affiliés
Total, Man.....	5	93	22	115	996	728	1,634	..... Total, Man.
Saskatchewan— Theological.....	3	7	—	7	86	4	90	Saskatchewan— Théologie
Alberta— Technical.....	1	19	—	19	657	—	657	Alberta— Technique
Theological.....	2	12	2	14	115	33	148	Théologie
Affiliated.....	1	19	—	19	159	—	159	Affiliés
Total, Alta.....	4	50	2	52	931	33	964	..... Total, Alta.
British Columbia— Theological.....	1	4	—	4	18	—	18	Colombie-Britannique Théologie
Affiliated.....	1	9	11	20	60	111	171	Affiliés
Total, B.C.....	2	13	11	24	78	111	189	..... Total, C.B.
Total— Agricultural.....	6	207	22	229	2,189	1,250	3,439	Total— Agriculture
Technical.....	2	59	—	59	874	38	912	Technique
Law.....	2	23	—	23	436	17	453	Droits
Dental, Pharmacy and Veterinary	3	14	—	14	1,027	37	1,064	Dentaire, pharmaceutique et vétérinaire
Theological.....	17	89	5	94	860	262	1,122	Théological
Affiliated for Arts, etc.....	11	137	57	194	1,747	977	2,724	Affiliés pour arts, etc.
Classical.....	21	830	—	830	9,321	—	9,321	Classique
Miscellaneous.....	3	69	8	77	663	388	1,051	Divers
Total.....	65	1,428	92	1,520	17,117	2,969	20,086	..... Total

¹There were 124 men and 109 women registered at the same time in St. Michael's College as well as at Toronto University: 109 men and 2 women at the Manitoba Law School and University of Manitoba: 65 men and 2 women in Agriculture, and 90 women in Household Science at McGill and MacDonald College: these may be deducted as duplicates from the combined total of Universities and Colleges.

¹¹Il y avait 124 jeunes gens et jeunes 109 filles enregistrés simultanément au St. Michaels College et à l'université de Toronto: 109 jeunes gens et 2 jeunes filles à l'école de droit du Manitoba et à l'université: 65 jeunes gens et 2 jeunes filles à l'école d'agriculture, et 90 jeunes filles dans les sciences ménagères du Collège Macdonald et à l'université McGill: ces chiffres doivent être déduits du total combiné des universités et collèges.

Name and Address Nom et adresse	Date of Foundation Date de la fondation	Sex Sexe	Preparatory Préparatoires	Agriculture	Commerce	Engineering Génie civil	Correspondence Correspondance	Domestic Science Science ménagère	Short Courses Cours abrégés		Applied Art, etc. Art appliqué, etc.	Dentistry Art dentaire	Pharmacy Pharmacie	Veterinary Médecine vétérinaire	Law Droit	All others Tous autres	Total
									For Teachers Pour instituteurs	For other Pour autres							
Agricultural—d'Agriculture— Agricultural College, Truro, N.S.	1888	M.	—	74	—	—	—	—	32	99	—	—	—	—	—	—	413
Macdonald College, Ste. Anne de Bellevue, Que.	1907	F.	—	339	—	—	—	—	177	30	—	—	—	—	—	—	407
Oka Agricultural School, Quebec.		M.	—	68	—	—	—	—	—	—	—	—	—	—	—	—	92
Ste. Anne de la Pocatière Agricultural School, Quebec		M.	—	94	—	—	—	—	—	—	—	—	—	—	—	—	94
Ontario Agricultural College, Guelph, Ont.	1874	M.	—	362	—	—	—	—	100	550	—	—	—	—	—	—	1,594
Manitoba Agricultural College, Winnipeg, Man.	1903	F.	—	164	—	—	3	174	370	238	—	—	—	—	—	—	839
Technical—Techniques— Technical College, Halifax, N.S.	1907	M.	11	—	—	51	132	—	—	23	—	—	—	—	—	2,570	3,255
Institute of Technology and Art, Calgary, Alta. (1921)	1916	M.	6	—	—	—	32	—	—	—	—	—	—	—	—	—	657
Dental, Pharmacy and Veterinary—Dentaire, pharmaceutique et vétérinaires— Royal College of Dental Surgeons, Toronto, Ont.	1868	M.	—	—	—	—	—	—	—	—	—	822	—	—	—	—	837
Ontario College of Pharmacy, Toronto, Ont.	1871	F.	—	—	—	—	—	—	—	—	—	15	122	—	—	—	144
Ontario Veterinary College, Guelph, Ont.	1862	M.	—	—	—	—	—	—	—	—	—	—	22	—	—	—	83
Law—Loi— Ontario Law School, Osgoode Hall, Toronto, Ont.		M.	—	—	—	—	—	—	—	—	—	—	—	—	324	—	339
Manitoba Law School, Winnipeg, Man.	1914	F.	—	—	—	—	—	—	—	—	—	—	—	—	15	—	112
Miscellaneous—Varies— Ecole des Hautes Commerciales, Montreal, Que.	1907	M.	—	—	119	—	—	—	—	151	—	—	—	—	—	—	277
Ontario College of Art, Toronto, Ont.	1912	M.	—	—	—	—	—	—	18	7	196	—	—	—	—	—	619
Royal Military College, Kingston, Ont.	1875	F.	31	—	—	—	—	—	211	21	118	—	—	—	—	155	155
Total		M.	439	1,125	119	51	355	—	291	995	196	822	122	83	436	—	5,189
		F.	37	69	—	—	32	272	1,024	134	118	15	22	—	17	155	1,730
			476	1,194	119	51	387	272	1,315	1,119	314	837	144	83	453	155	6,919

¹ Excluding duplicates.—Sans double emploi.

² Including 1 male and 9 females in other courses.—Ci-inclus 1 homme et 9 femmes dans d'autres cours.

³ Excluding 2,570 accounted for under "Vocational".—Exclus 2,570 déjà inclus avec chiffres sur travaux manuel.
Succeeding Ontario School of Art founded 1876.—Succédant l'école d'art d'Ontario fondée en 1876.

102.—Colleges of Canada: Classical Colleges of Quebec, 1922

102.—Collèges du Canada: Collèges classiques de Québec 1922

CLASSICAL COLLEGES — COLLEGES CLASSIQUES	Date of foundation—Date de la fondation	Teaching staff		Personnel enseignant	Pupils—Elèves												Government grants— Subventions du Gouvernement	Number of volumes in library— Nombre de volume dans la bibliothèque
		Ecclesiastics or religious— Ecclesiast. ou religieux	Lay teachers—Laïques		Catholics—Catholiques	Protestants	Age Agés de					Total	Average attendance— Présence moyenne	In the Dans le cours				
							7 to 14 years— 7 à 14 ans	14 to 16 years— 14 à 16 ans	16 to 18 years— 16 à 18 ans	Over 18 years— Plus de 18 ans	Classical course— Classique			Comm. course— Commercial	Primary course— Primaire			
Chicoutimi.....	1873	45	...	599	...	275	165	92	67	599	575	238	300	61	1,0	003,500		
Joliette.....	1846	39	3	392	...	66	120	85	121	392	360	313	14	65	1,000	15,000		
L'Assomption.....	1832	41	1	383	1	107	97	112	68	384	350	314	15	55	1,000	10,500		
Lévis.....	1853	52	1	755	...	127	233	280	115	755	740	229	526	...	1,000	35,000		
Mont-Laurier.....	1915	18	...	146	...	24	59	38	25	146	130	40	94	12	1,00	03,000		
Montréal, (Loyola).....	1896	17	12	380	6	80	146	100	60	386	339	335	...	51	1,000	12,100		
Montréal, (St-Michel).....	1843	35	6	671	...	441	150	56	24	671	632	564	60	47	1,000	87,000		
Montréal, (St-Sulpice).....	1767	25	...	375	...	150	100	100	25	375	375	375	...	(1)	...	25,000		
Nicolet.....	1803	50	1	343	...	60	125	80	78	343	320	323	...	20	1,000	36,000		
Québec (Pet. Sé.).....	1663	54	4	794	...	250	300	100	144	794	780	794	...	(1)	...	25,000		
Rigaud.....	1851	24	11	307	2	88	108	79	34	309	266	117	96	96	1,000	31,000		
Rimouski.....	1855	34	1	300	...	60	55	138	47	300	275	215	...	85	1,000	25,000		
St-Alex. de la Gatineau.....	1911	14	1	195	...	48	69	45	33	195	168	195	...	...	1,000	6,500
Ste-A. de-la Pocatière.....	1827	49	...	589	...	215	176	106	92	589	560	240	349	...	1,000	6,400		
St-Hyacinthe.....	1811	39	...	492	1	140	135	123	95	493	445	493	...	...	1,000	44,000
St-Jean's-St. John.....	1911	31	...	278	...	65	89	94	30	278	260	140	138	...	1,000	6,334		
St-Laurent-St. Law.....	1847	51	3	567	1	40	188	237	103	568	464	228	340	...	1,000	30,000		
St-Thérèse.....	1825	38	2	415	...	87	175	84	69	415	366	339	34	42	1,000	23,000		
Sherbrooke.....	1875	48	2	541	1	104	192	165	81	542	441	192	254	96	1,000	8,500		
Trois Rivières—Three River.....	1860	40	3	507	...	118	143	140	106	507	480	202	305	...	1,000	15,000		
Valleyfield.....	1893	34	1	280	...	73	70	75	62	280	266	144	60	76	1,000	10,000		
Totals—Totaux.....	...	778	52	9309	12	2618	2895	2329	1479	9,321	8,592	6,030	2,585	706	19,000	457,834		

¹Not subsidized by the government—Non subventionné par le gouvernement

103.—Colleges of Canada: Number of Students attending Colleges outside their Province of Residence 1921-22

103.—Collèges du Canada: Nombre d'étudiants fréquentant les Collèges en dehors de leur province de résidence 1921-22

Province in which College is Located — Province dans laquelle le collège est situé	P.E.I. — I.P.-E.	N.S. — N.-E.	N.B. — N.-B.	Que. — Qué.	Ont.	Man.	Sask.	Alta.	B.C. — C.-B.	Outside Canada — Au de- hors du Canada	Total
P.E.I.—I.P.-E.....	—	—	—	—	—	—	—	—	—	2	2
N.S.—N.-E.....	11	—	104	22	—	—	—	—	—	48	185
N.B.—N.-B.....	—	—	—	—	—	—	—	—	—	—	—
Que.—Qué.....	8	17	16	—	168	2	5	2	13	77	308
Ont.....	10	31	30	48	—	94	71	40	79	121	524
Man.....	—	—	—	2	19	—	172	28	10	23	254
Saskatchewan.....	—	—	—	2	4	1	—	1	—	19	27
Alta.....	—	—	—	2	—	—	30	—	10	—	42
B.C.—C.-B.....	—	—	—	—	2	—	5	7	—	3	17
Total.....	29	48	150	76	193	97	283	78	112	293	1,359

104.—Universities of Canada: Financial Statistics, 1921-22

104.—Universités du Canada: Statistiques financières, 1921-22

Name and Address Nom et adresse	Value Valeur			Source of Income Sources de revenus							Expenditure Dépenses			
	Endow- ments Dota- tions	Land and Buildings Terrains et bâti- ments	Scientific Equip- ment Appareils scienti- fiques	Other Property Autres proprié- tés	Total Assets Total d'actif	Invest- ments Place- ments	Government and Municipal Grants Alloca- tions con- venien- tales et municip- ales		Fees — Contri- butions des étudiants	Other Sources Autres sources	Total Income Total des revenus	Current — Couran- tes	Capital Capital	Total
							\$	\$						
St. Dunstan's University, Charlottetown, P.E.I.	49,000	240,000	12,000	39,000	322,000	2,454	—	43,586	8,406	54,446	54,466	4,239	58,705	58,705
University of King's College, Windsor, N.S.	206,486	200,000	25,000	—	431,486	9,886	—	28,826	16,665	55,377	52,311	—	52,311	52,311
Dalhousie University, Halifax, N.S.	1,251,020	1,995,000	75,000	120,000	3,441,020	58,405	1,200	94,854	12,244	166,703	177,486	632,778	810,264	810,264
Acadia University, Wolfville, N.S.	770,649	589,536	15,000	—	1,375,185	44,220	—	28,838	24,406	97,464	92,423	16,754	109,177	109,177
University of St. Francis Xavier, Antigonish, N.S.	262,919	425,699	5,000	—	751,828	12,045	—	62,838	67,428	142,311	92,452	39,720	132,172	132,172
Total, N.S.—N.E.	2,491,074	3,210,235	120,000	178,210	5,999,519	124,556	1,200	215,356	120,743	461,855	414,672	689,252	1,463,924	1,463,924
University of New Brunswick, Fredericton, N.B.	20,000	250,000	50,000	100,000	420,000	2,544	25,000	11,637	300	39,481	41,495	—	41,495	41,495
Mt. Allison University, Sackville, N.B.	519,000	340,780	24,600	21,000	905,380	28,917	—	19,944	40,262	94,454	74,923	—	86,301	86,301
University of St. Joseph's College, St. Joseph, N.B.	—	337,744	6,500	36,000	380,244	—	3,331	19,944	14,802	95,454	74,923	—	86,301	86,301
Total, N.B.	539,000	928,524	81,100	157,000	1,705,624	31,461	30,331	112,233	55,364	229,389	116,418	6,928	299,547	299,547
McGill University of Bishop's College, Lennoxville, Que.	13,701,412	7,638,012	856,179	—	22,335,603	734,369	45,105	464,015	133,511	1,377,000	1,315,220	7,367	1,322,587	1,322,587
University of Laval, Quebec, Que. (1921)	394,454	261,619	664	11,141	667,878	19,311	—	18,197	3,011	43,739	51,457	—	51,487	51,487
University of Montreal, Montreal, Que.	—	—	—	—	—	—	38,000	27,470	—	65,470	—	—	75,420	75,420
Total, Que.—Que.	15,585,566	9,749,631	1,116,843	11,141	26,443,431	858,453	43,300	149,957	25,000	315,036	304,102	60,000	364,102	364,102
University of Toronto, Ont.	—	—	—	—	—	—	128,955	369,358	162,522	1,801,245	1,679,899	277,377	1,813,596	1,813,596
Victoria University, Toronto, Ont.	1,090,472	1,185,699	—	—	2,340,000	62,008	—	383,462	102,075	2,414,545	1,805,545	—	2,082,822	2,082,822
University of Trinity College, Toronto, Ont.	1,044,814	1,000,000	34,948	—	2,331,035	95,220	—	19,895	30,218	145,333	137,056	—	157,056	157,056
Queen's University, Kingston, Ont.	2,236,689	2,754,355	238,100	—	5,094,711	69,621	—	35,165	3,481	108,267	107,268	—	107,268	107,268
Western University, London, Ont. (1921)	—	—	—	—	—	106,755	211,000	138,824	12,313	488,892	486,974	—	486,974	486,974
University of Ottawa, Ottawa, Ont.	—	—	—	—	—	—	139,000	23,000	491,000	653,000	203,000	450,000	653,000	653,000
University of Ottawa, Ottawa, Ont. (1921)	—	—	—	—	—	—	139,000	103,764	55,956	159,720	145,324	—	145,324	145,324
McMaster University, Toronto, Ont.	1,022,150	4,683,820	20,267	—	5,510,300	53,503	—	32,738	86,211	73,627	73,627	—	73,627	73,627
Total, Ont.	5,449,134	2,698,162	293,215	54,864	13,865,677	382,829	2,327,006	736,945	695,043	4,655,998	2,978,794	727,277	3,706,071	3,706,071
University of Manitoba, Winnipeg, Man.	1,600,000	2,000,000	400	—	3,600,400	70,500	705,289	1,005	4,395	2,991,246	1,511,591	209,360	2,960,560	2,960,560
University of Saskatchewan, Saskatoon, Sask.	75,112	2,767,634	—	8,400	2,851,546	1,306	—	52,431	3,113	536,855	536,970	288,197	805,147	805,147
University of Alberta, Edmonton, Alberta	—	4,500,138	448,706	133,113	5,101,957	1,306	—	47,825	51,970	1,021,355	1,026,119	430,000	1,476,119	1,476,119
University of British Columbia, Vancouver, B.C.	39,050	388,771	188,542	148,457	755,820	1,725	489,500	44,798	22,424	558,447	501,185	48,596	549,775	549,775
Grand total.	25,810,236	29,552,795	2,269,406	741,185	66,604,624	1,475,628	4,577,116	1,994,676	1,613,010	9,009,830	7,791,024	2,491,390	10,414,935	10,414,935

105—Colleges of Canada: Financial Statistics, 1921-22—Collèges du Canada: Statistiques financières, 1921-22

Name—Nom ¹	Assets—l'actif				Sources of income—Sources de revenus						Expenditure—Dépenses		
	Endowment — Dotations	Land and Buildings — Terrains et bâti- ments	Scientific Equipment — Appareils scientifi- ques	Other Property — Autres propriétés	Total Assets — Total d'actif	Invest- ments — Place- ments	Government Grants — Allocations des gou- vernements	Fees Contrib- utions des étu- diants	Other Sources — Autres sources	Total des revenus	Total		
											Current — Courantes	Capital — Capital	
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Prince of Wales College, (1921).....	—	450,000	2,000	—	452,000	—	25,000	1,400	—	26,400	22,000	3,000	25,000
Presbyterian College.....	—	—	—	—	—	—	—	—	—	—	—	—	—
College of Saint-Anne.....	—	—	1,000	—	—	—	—	—	—	—	—	—	—
Technical College, Halifax.....	—	246,000	210,000	—	456,000	—	124,985	8,504	—	20,000	18,000	2,000	20,000
Agricultural College, Yrro.....	—	400,000	25,000	—	425,000	—	73,338	—	—	133,489	133,489	15,907	149,396
Holy Heart Theological College.....	—	—	—	—	—	—	—	—	—	73,338	56,566	4,951	61,517
St. Mary's College.....	4,000,000	155,000	3,000	—	158,000	500	—	20,250	5,000	20,250	27,000	6,000	26,300
Macdonald College.....	—	3,569,000	250,000	—	3,819,000	216,000	10,904	23,000	189,480	438,134	426,134	12,000	438,134
Protestant College, Etobicoke.....	—	652,000	33,282	—	685,282	—	65,000	9,794	21,740	36,359	32,908	—	82,908
Protestant College, Montreal.....	37,410	10,000	10,000	—	57,410	22,721	—	—	21,739	55,787	52,748	8,248	64,095
Protestant College, Quebec.....	191,594	104,649	—	—	305,709	10,890	—	8,832	8,193	16,107	13,418	—	29,583
Montreal Diocesan Theological College.....	139,105	85,000	—	—	224,105	7,914	—	—	18,000	24,289	25,317	—	43,317
Congregational College of Canada.....	129,552	300,000	—	—	429,552	6,482	—	307	150	64,386	62,937	—	125,317
Wesleyan Theological College (1921).....	291,945	224,814	—	—	516,759	18,401	—	150	64,386	82,937	67,281	—	150,787
Wycliffe College (1921).....	461,532	—	—	—	461,532	27,354	—	116	18,883	46,353	51,808	—	51,808
Knox College, Toronto, Ont.....	—	—	—	—	—	—	—	—	—	—	—	—	—
St. Michael's College.....	—	2,000,000	—	—	2,000,000	—	25,000	—	—	34,966	35,230	—	39,110
Ontario Agricultural College.....	—	124,781	—	—	124,781	—	—	—	—	47,643	23,430	—	30,818
Ontario College of Art.....	—	50,400	—	—	50,400	557	—	—	—	40,800	23,430	—	35,230
Ontario College of Pharmacy.....	14,580	—	10,250	—	10,250	—	—	—	—	71,014	33,930	—	35,230
Ontario Law School.....	—	—	—	—	—	2,178	—	—	—	14,614	16,335	2,300	18,635
Toronto Bible College.....	—	—	—	—	—	—	—	—	—	18,292	264,897	33,941	298,838
Royal College of Dental Surgeons of Ont.....	—	375,000	100,000	—	475,000	—	13,029	142,929	142,880	293,838	204,897	—	298,838
Ontario Veterinary College.....	—	350,000	10,000	—	360,000	—	40,000	7,500	14,000	56,500	48,000	—	104,500
Waterloo College, Luth. Theol. Seminary.....	—	65,000	1,000	—	66,000	—	—	—	—	17,585	18,000	—	18,000
Huron College.....	85,892	44,343	—	—	130,235	7,746	—	3,316	5,310	16,372	13,967	—	30,339
St. Jerome's College.....	—	200,000	—	—	200,000	2,000	—	50,000	—	52,000	40,000	—	92,000
Royal Military College.....	—	—	—	—	—	—	—	—	—	—	—	—	—
Brandon College.....	108,834	173,700	—	—	354,438	8,674	—	—	126,778	155,897	91,531	70,624	267,421
The Manitoba Law School.....	—	—	—	—	—	—	—	—	—	—	—	—	—
Wesley College.....	299,478	725,790	1,000	—	1,026,268	18,933	—	15,103	29,020	63,056	81,958	—	111,958
Manitoba College.....	200,122	400,000	—	—	600,122	9,939	—	—	34,606	44,564	44,564	—	89,128
Manitoba Agricultural College.....	—	—	—	—	—	—	—	—	89,100	222,492	222,492	—	444,684
Emmanuel College.....	6,319	70,791	—	—	77,110	747	—	—	19,957	20,704	19,794	—	39,794
Presbyterian Theological College.....	—	175,000	—	—	175,000	—	—	—	13,821	14,021	14,021	—	27,842
St. Chad's College.....	—	142,385	—	—	142,385	627	—	—	2,218	2,218	33,100	4,000	37,318
Alberta College.....	—	175,000	—	—	175,000	—	—	—	28,400	36,600	4,000	—	40,600
Edmonton Jesuit College.....	—	180,000	2,000	—	182,000	—	—	—	5,266	43,435	41,715	—	85,150
Robertson College.....	—	180,000	1,000	—	181,000	1,965	—	—	11,941	13,906	11,891	—	25,797
Institute of Technology and Art (1921).....	40,064	19,632	4,716	—	64,412	—	—	—	6,787	11,889	9,339	75,625	85,564
Anglican Theological College, of B.C.....	22,375	93,575	56,519	—	150,479	3,667	—	—	1,435	11,566	11,566	—	23,131
Columbia Methodist College.....	10,000	—	—	—	10,000	609	—	—	11,960	50,078	42,949	5,100	48,049
Total.....	6,088,487	11,645,615	856,608	926,055	23,515,765	368,904	520,959	575,142	910,640	2,375,645	2,058,683	258,202	3,181,028

¹For address see Table 98—Pour l'adresse voir tableau 98 ²Net expenditure after receipts from farm to the amount of \$16,772, forwarded to the government were deducted²Les dépenses nettes après les recettes de la ferme (\$16,772) remises au gouvernement furent déduites.

106.—Universities and colleges of Canada: Financial Statistics, 1921-22

106.—Universités et collèges du Canada: Statistiques financières, 1921-22

	Total Assets	Source of Income—Sources de revenue						Expenditure—Dépenses		
Endowments — Dotationes	Total d'actif	Investments — Placements	Gov. and Municipal Grants — Allocations gouv. et munic.	Fees — Contributions étudiants	Other Sources — Autres sources	Total Income — Total des revenus	Current — Courantes	Capital	Total	Universités et collèges
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Universities—										Universités—
State controlled.....	1,725,102	21,498,325	144,143	4,041,680	600,793	5,460,923	4,402,905	1,273,604	5,676,509	Sous contrôle d'état.
Other denominational.....	17,329,121	31,055,997	899,529	257,305	717,693	2,032,595	1,979,680	640,145	2,619,825	Neutres.
Denominational.....	6,755,953	14,080,702	431,956	375,500	780,635	2,116,312	1,408,439	577,641	2,147,701	Congregational.
Total Universities.....	25,810,226	66,604,624	1,475,628	4,527,116	1,994,076	9,609,830	7,791,024	2,491,390	10,444,035	Total Universités.
Colleges—										Collèges—
Agricultural.....	4,000,000	6,791,440	—	298,281	89,100	385,402	270,058	4,951	784,862	Pour agriculture.
Technical.....	—	607,650	—	124,995	10,044	135,029	143,428	91,532	234,960	Technique.
Law.....	—	—	—	78,262	6,974	85,056	23,930	38,630	124,666	Pour loi.
Dental, Pharmacy and Veterinary.....	14,580	922,730	557	62,029	149,166	402,981	348,127	33,941	382,068	Dentaire, pharmaceutiques et vétérinaires.
Theological.....	1,578,185	4,211,225	97,910	—	269,265	417,303	386,810	20,806	413,916	Théologiques.
Affiliated for Arts, etc.....	4,463,229	10,538,957	270,437	37,215	226,065	374,150	814,422	106,972	921,394	Affiliés.
Classical.....	—	—	—	90,000	—	—	—	—	—	Classiques
Miscellaneous.....	—	810,203	—	19,424	22,165	131,589	82,908	—	576,938	Variés.
Total Colleges.....	10,088,487	23,882,205	368,904	583,163	910,040	2,465,217	2,058,683	258,202	3,352,708	Total collèges.
Grand Total Universities and Colleges.....	31,898,728	90,486,829	1,844,532	5,148,626	2,523,650	12,075,047	9,849,707	2,749,592	13,796,803	Grand total.

107.—Universities and Colleges of Canada: Number of Students by Faculties, Etc., 1921-22
107.—Universités et collèges du Canada: Nombre d'étudiants par facultés, 1921-22

Name of Faculty—Nom de Faculté	Universités—Universités					Colleges—Collèges					Total (excluding duplicates)— (sans double emploi)				
	Institu- tions	Students—Etudiants				Institu- tions	Students—Etudiants				Institu- tions	Students—Etudiants			
		M.	H.	W.	F.		M.	H.	W.	F.		M.	H.	W.	F.
Preparatory Courses—Cours préparatoires en lettres, etc.	8	4,190	2,267	6,457		15	1,664	201			23	5,854	2,463		8,322
Undergraduate Courses in Arts and Pure Science—Cours en lettres, etc. pour sous graduates	23	6,859	3,872	10,731		11	217	242			31	6,483	3,806		10,289
Medicine—Médecine	18	712	300	1,012		5	92	6			22	787	304		1,091
Engineering and Applied Science—Génie et science appliqué	10	3,134	154	3,288		1	7				11	3,141	154		3,295
Musie—Musique	13	2,513	3	2,516		1	51				14	2,564	3		2,567
Theology—Théologie	4	278	717	995		2	17	215			6	265	932		1,227
Social Service—Œuvres sociales	11	854	11	865		21	548	164			32	1,402	175		1,577
Commerce	3	50	438	488							3	50	438		488
Law—Droit	7	840	26	866		4	150	18			10	871	44		915
Pharmacy—Pharmacie	9	636	17	653		2	436	17			10	1,063	32		1,095
Banking—Banque	7	352	29	381		1	122	22			8	474	51		525
Dentistry—Art dentaire	1	250		250								1	250		250
Architecture	4	418	3	421		1	822	15			5	1,240	18		1,258
Agriculture	4	52		52							4	52			52
Education—Pédagogie	6	487	8	495		5	763	431			9	1,194	439		1,570
Household Science—Science ménagère	4	296	195	491		1	4	173			5	300	368		668
Nursing—Général	7		302	302		4		377			7		589		589
Forestry—Forestier	7		212	212									212		212
Veterinary Medicine—Médecine vétérinaire	3	107		107							3	107			107
Summer School for Teachers—Cours d'été pour instituteurs	1	20		20		1	122	22			3	142	22		162
Summer School for other than Teachers—Cours d'été pour autres que les instituteurs	6	332	351	683		7	301	1,051			13	633	1,402		2,035
Other Short Courses—Autres cours abrégés	4	363	122	485		9	1,012	162			12	1,875	240		1,615
Correspondence—Correspondance	3	622	905	1,527		2	2,570				5	3,192	905		4,097
All Other Courses—Tous autres	7	763	617	1,380		6	335	32			10	1,098	649		1,747
		174	172	346		2	156	9			9	330	181		511

2 Including 691 duplicates.—Y compris 691 double emploi.

13.—PRIVATE SCHOOLS—ÉCOLES PRIVÉES

108—Private Elementary and Secondary Schools in Canada: General summary by Provinces, 1922

108—Écoles élémentaires et secondaires privées au Canada: Résumé général par provinces, 1922

Province	Number of institutions — Nombre d'institutions	Number on teaching staff — Nombre du personnel enseignant	No. of Pupils in Residence — No. d'élèves dans résid.			Number of Pupils enrolled — Nombre d'élèves inscrits					Total
			Boys Garçon	Girls Filles	Total	In Elem-entary grades — Degrés élémentaires	In Second-ary grades — Degrés secondaires	Special work only — Cours spéciaux	Unspec-ified by grades — Non spécifiés par degrés		
P.E.I.—I.P.—E.....	4	19	9	71	80	392	63	3	39	497	
N.S.—N.—E.....	7	110	234	388	622	761	459	170	—	1,390	
N.B.—N.—B.....	3	28	90	74	164	252	123	16	—	391	
Ont.....	38	530	1,247	1,378	2,625	2,701	4,086	814	537	8,138	
Man.....	6	38	70	148	218	243	419	24	11	697	
Sask.....	39	138	556	763	1,319	1,960	473	—	81	2,514	
Alta.....	18	163	637	506	1,143	1,231	576	682	—	2,489	
B.C.—C.—B.....	6	63	62	192	254	740	281	47	215	1,290	
Total..	121	1,089	2,935	3,520	6,425	8,280	6,480	1,756	883	17,386	

SUMMARY OF 8 PROVINCES (QUEBEC NOT INCLUDED).—RÉSUMÉ DES 8 PROVINCES (NON COMPRIS LES ÉCOLES DE QUÉBEC)

1. Control: Roman Catholic, 45 Non-sectarian, 21 Anglican, 11 Methodist, 6 Baptist, 4 Presbyterian, 2 Mennonite, 2. Lutheran, 8 Unspecified, 22.

1. Contrôle: Catholique, 45 Neutre, 21 Anglican, 11 Méthodiste, 6 Baptiste, 4 Presbytérien, 2 Luthérien, 8 non-spécifié, 22.

109—Private Elementary and Secondary Schools: Distribution of Secondary Grade Pupils by Subjects of Study, 1922

109—Écoles élémentaires et secondaires privées: répartition des élèves secondaires par matières d'études, 1922

Subjects	Grade IX Degré		Grade X Degré		Grade XI Degré		Grade XII Degré		Special Spécial		Total	Matières		
	B.-G.		G.-F.		B.-G.		G.-F.		B.-G.				G.-F.	
	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.				
Algebra.....	219	669	274	483	365	561	93	114	13	3	2,794	Algèbre		
Arith and Mens.....	158	622	194	325	53	46	—	2	—	10	1,510	Arithm. et Mens.		
Botany.....	54	296	12	358	2	6	12	11	—	—	731	Botanique		
Chemistry.....	8	31	140	159	285	399	21	70	—	—	1,113	Chimie		
Civics.....	144	388	79	182	—	203	—	35	—	76	1,107	Histoire civique		
Eng. Comp.....	209	682	286	589	339	561	88	148	10	74	2,986	Comp. anglaise		
Eng. Liter.....	245	705	267	585	368	570	86	153	—	74	3,053	Littérature anglaise		
French.....	184	663	247	545	303	497	95	130	—	40	2,704	Français		
French (oral).....	8	369	34	241	33	252	20	45	—	36	1,038	Français (oral)		
Elem. Science.....	106	303	—	305	—	11	—	—	—	—	725	Sciences élémentaires		
Geog. general.....	221	580	24	193	42	—	—	—	20	—	1,060	Géog. générale		
Geog. Physical.....	82	249	76	325	20	30	—	—	—	—	782	Géog. phys.		
Geometry.....	86	246	276	494	380	415	89	105	—	4	2,195	Géométrie		
German.....	65	51	69	64	38	39	14	10	—	8	358	Allemand		
Greek.....	5	—	27	19	8	12	5	—	—	3	79	Grec		
Hist. Ancient.....	58	99	91	87	143	448	—	31	—	—	957	Histoire ancienne		
Hist. British.....	69	164	151	248	323	467	1	75	—	14	1,512	Hist. britannique		
Hist. Can.....	114	556	165	199	139	128	—	31	—	3	1,335	Hist. Can.		
Hist. Church.....	17	339	38	313	4	278	—	70	—	3	1,032	Hist. écl.		
Hist. European.....	—	8	21	70	42	14	10	58	—	3	226	Hist. européenne		
Hist. French.....	—	6	—	2	—	21	—	14	—	1	44	Hist. française		
Latin.....	226	714	251	530	261	478	48	109	—	8	2,625	Latin		
Physics.....	87	107	175	146	216	373	27	40	—	3	1,147	Physique		
Physiology.....	—	18	—	35	—	6	—	—	—	67	126	Physiologie		
Psychology.....	33	—	26	—	30	—	—	—	—	23	132	Psychologie		
Religious Instruction.....	45	474	18	444	26	408	—	131	—	262	448	Enseignement relig.		
Spanish.....	—	14	2	6	9	—	28	—	9	—	68	Espagnol		
Spanish (Oral).....	—	14	—	6	5	9	—	—	—	—	34	Espagnol (oral)		
Italian.....	—	—	—	—	—	10	—	—	—	—	10	Italien		
Swedish.....	1	1	2	1	4	—	—	—	—	—	9	Suédois		
Trigonometry.....	—	127	8	89	39	25	97	24	—	3	412	Trigonometrie		
Zoology.....	—	46	—	4	116	—	—	21	—	—	187	Zoologie		
Book-Keeping.....	17	35	10	34	40	6	2	—	—	76	220	Tenue des livres		
Business Law.....	15	50	—	54	—	—	—	—	—	61	180	Droit commercial		
Shorthand.....	1	76	3	64	12	—	—	—	—	103	259	Sténographie		
Typewriting.....	1	76	2	64	4	—	—	—	—	106	253	Dactylographie		
Agriculture.....	—	40	—	16	—	6	—	—	—	—	62	Agriculture		
Art.....	41	262	5	326	—	51	—	6	—	93	778	Art		
Domestic Science.....	—	247	—	139	—	85	—	17	—	127	615	Science ménagère		
Elocution.....	4	238	1	161	5	159	—	20	—	59	647	Elocution		
Manual Training.....	45	—	26	—	10	—	—	—	23	—	104	Travaux manuels		
Mechanical Drawing.....	26	37	17	—	5	12	—	8	—	43	148	Dessin mécanique		
Military Drill.....	81	28	89	10	115	9	11	4	106	75	528	Exercices militaire		
Music.....	27	424	15	364	20	259	2	51	10	555	1,727	Musique		
Physical Culture.....	151	535	185	415	209	444	38	108	20	378	2,483	Culture physique		
Total sampled.....	431	910	412	603	492	680	130	117	106	332	4,133	Total ainsi classifiés		

110.—Private, Elementary and Secondary Schools in Canada; Teachers' Classification, Experience and Salaries 1922.
110.—Écoles élémentaires et secondaires privées au Canada; Catégorisation, expériences et moyenne de traitement 1922.

Classification, Experience and Salaries Diplôme, expérience et traitement	Class of Work taught and Sex Catégorie et sexe									
	Elementary — Elémentaires		Secondary — Secondaires		Technical — Techniques		Unspecified — Non-spécifiés		Total	
	M-H	F.	M-H.	F.	M-H.	F.	M-H.	F.	M-H.	F.
Classification—Diplôme—										
University Graduates.....	16	13	100	64	23	16	9	76	148	169
Academic—Académique.....	1	1	—	3	—	—	—	—	1	4
First Class—1 ^{re} classe.....	—	8	5	11	1	—	—	—	6	19
Second Class—2 ^{me} classe.....	—	14	3	9	1	8	—	—	4	31
Other Classes—Autres.....	11	32	21	23	15	60	—	—	47	115
Religious—Religieux.....	—	85	3	48	1	53	—	8	4	194
Class not given—Non spécifiés.....	17	35	10	20	17	32	11	19	55	106
Total.....	45	188	142	178	58	169	20	103	265	638
Experience—										
Under—Sous										
2 years—ans.....	6	15	13	6	—	17	—	—	19	38
11–20 ".....	22	74	58	54	29	51	—	—	109	183
21 and over—et plus.....	5	39	27	36	4	18	—	2	36	95
Unspecified—Non-spécifiée.....	7	18	33	36	6	15	1	2	47	71
Total.....	5	42	11	46	19	68	19	95	54	251
Total.....	45	188	142	178	58	169	20	103	265	638
Salaries—Traitement—										
Under—Moins de \$1,000.....	7	48	8	16	11	38	—	—	26	102
\$1,000 and under—et moins de \$1,000.....	4	13	16	28	4	27	—	—	24	68
\$2,000 ".....	2	—	17	14	3	8	—	—	24	22
\$2,500 ".....	4	—	7	2	2	—	1	—	12	2
\$3,000 ".....	—	—	4	—	—	—	—	—	4	—
\$3,500 ".....	—	—	16	—	—	—	—	—	23	—
\$4,000 and over—ou plus.....	—	—	6	—	—	—	1	—	6	—
Salaries not given—traitement non indiqué.....	22	127	68	118	38	96	18	103	146	444
Total.....	45	188	142	178	58	169	20	103	265	638

M—Males—H—Hommes.

111.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in 8 provinces (Quebec not included) by grade, sex and age 1922

111.—Écoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, 1922

Grade Degré	Sex Sexe	Age—Âge																				Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
K.—E.M.	B.—G.	32	25	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	69		
	G.—F.	46	86	29	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	163		
I.	B.—G.	56	145	157	93	52	31	17	6	3	1	—	—	—	—	—	—	—	—	561		
	G.—F.	60	229	277	154	54	16	12	7	1	1	1	—	—	—	—	—	—	—	814		
II.	B.—G.	—	20	53	135	80	53	29	11	3	1	—	—	—	—	—	—	—	—	385		
	G.—F.	—	18	131	224	156	55	22	7	5	1	—	—	—	—	—	—	—	—	620		
III.	B.—G.	—	2	22	25	54	69	50	31	10	9	9	3	—	—	—	—	—	—	285		
	G.—F.	—	—	26	86	169	135	93	41	17	7	6	3	—	—	—	—	—	—	583		
IV.	B.—G.	—	—	—	17	55	57	50	40	19	15	—	2	—	—	—	—	—	—	255		
	G.—F.	—	—	—	3	30	139	170	107	69	31	12	7	1	—	—	—	—	—	571		
V.	B.—G.	—	—	—	2	34	83	54	48	27	9	9	3	1	1	1	—	—	—	275		
	G.—F.	—	—	—	8	50	137	199	125	53	24	8	6	1	—	—	—	—	—	617		
VI.	B.—G.	—	—	—	—	1	63	73	78	41	21	7	1	1	1	1	—	—	—	292		
	G.—F.	—	—	—	—	1	20	58	111	163	65	49	27	15	5	—	—	—	—	517		
VII.	B.—G.	—	—	—	—	—	3	66	33	73	48	17	4	5	3	1	1	1	9	313		
	G.—F.	—	—	—	—	—	—	11	59	140	82	89	41	12	6	4	1	—	—	547		
VIII.	B.—G.	—	—	—	—	—	—	21	50	80	92	30	12	12	8	7	5	19	336	—	356	
	G.—F.	—	—	—	—	—	—	2	82	146	200	93	52	18	3	2	4	5	619	—	619	
IX.	B.—G.	—	—	—	—	—	—	—	20	125	147	152	85	34	18	21	18	35	657	—	657	
	G.—F.	—	—	—	—	—	—	—	35	147	263	330	196	77	22	16	12	14	1,117	—	1,117	
X.	B.—G.	—	—	—	—	—	—	—	4	17	132	193	175	83	46	17	16	45	728	—	728	
	G.—F.	—	—	—	—	—	—	—	3	33	85	188	288	146	64	15	9	25	856	—	856	
XI.	B.—G.	—	—	—	—	—	—	—	—	1	10	70	208	193	102	61	28	77	750	—	750	
	G.—F.	—	—	—	—	—	—	—	—	1	3	23	111	240	281	155	67	40	969	—	969	
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	11	22	59	71	24	14	9	210	—	210	
	G.—F.	—	—	—	—	—	—	—	—	—	—	4	20	35	40	8	7	7	121	—	121	
Spe.—Spé.	B.—G.	—	—	—	—	—	—	—	—	—	—	5	8	14	9	12	19	76	—	76		
	G.—F.	—	—	—	—	—	—	—	2	12	15	22	42	72	79	125	29	10	408	—	408	
Total.	B.—G.	93	192	239	272	276	359	362	371	399	485	503	523	402	259	142	94	221	5,192	—	5,192	
	G.—F.	106	333	466	505	588	582	622	675	695	769	838	876	641	375	236	102	113	8,522	—	8,522	
Total.		199	525	705	777	864	941	984	1,046	1,094	1,254	1,341	1,399	1,043	634	378	196	334	13,714	—	13,714	
Unclassified by grades—Non-classifiés par degré.....																					1,373	
Unclassified by grade and sex—Non-classifiés par degré et sexe.....																					2,299	
Pupils in Special Classes, unspecified by age and sex—Elèves dans des cours spéciaux non spécifiés par âge et sexe.....																					1,117	
Grand total.....																					17,386	

112.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in Prince Edward Island by grade, sex and age 1922

112.—Écoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge. Île du Prince Edouard, 1922

Grade Degré	Sex Sexe	Age—Âge																				Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
I.....	B.—G..	6	17	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	23		
	G.—F..	3	38	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—	59			
II.....	B.—G..	—	—	—	20	11	—	—	—	—	—	—	—	—	—	—	—	—	31			
	G.—F..	—	—	16	34	17	1	—	—	—	—	—	—	—	—	—	—	—	68			
III.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	8	13	2	5	5	—	—	—	—	—	—	—	—	—	33			
IV.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	20	23	12	—	—	—	—	—	—	—	—	—	—	—	55			
V.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	2	4	19	11	7	3	—	—	—	—	—	—	—	—	46			
VI.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	—	2	3	5	12	—	4	—	—	—	—	—	—	—	28			
VII.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	—	—	—	—	4	6	7	3	—	—	—	—	—	—	20			
VIII.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	—	—	—	—	5	11	9	—	—	—	—	—	—	—	25			
IX.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	—	—	—	—	—	2	9	7	—	—	—	—	—	—	18			
X.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	—	—	—	—	—	—	5	6	4	1	—	—	—	—	16			
XI.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	—	—	—	—	—	—	—	4	9	1	—	—	—	—	14			
XII.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	—	3			
1Spe.—Spé.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
Total.....	B.—G..	6	17	—	20	11	—	—	—	—	—	—	—	—	—	—	—	—	54			
	G.—F..	3	38	34	64	59	37	25	35	23	30	17	13	2	3	—	—	—	383			
Total.		9	55	34	84	70	37	25	35	23	30	17	13	2	3	—	—	—	437			
Unclassified by grades—Non-classifiés par degré.....																					25	
Unclassified by grade and sex—Non-classifiés par degré et sexe.....																					35	
Grand total.....																					497	

¹ K.=Kindergarten: Spe.=Special.—E. M.=Ecole Maternelle: Spé.=Spécial.

113.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in Nova Scotia by grade, sex and age, 1922

113.—Ecoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Nouvelle-Ecosse, 1922

Grade	Sex	Age—Âge																			Total
Degré	Sexe	5 ²	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 ³	Total		
1K.—E. M.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13		
	G.—F.	—	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13		
I.	B.—G.	3	22	22	5	4	4	—	—	—	—	—	—	—	—	—	—	—	60		
	G.—F.	—	2	18	5	9	1	3	—	—	1	—	—	—	—	—	—	—	39		
II.	B.—G.	—	3	16	21	10	5	5	—	—	—	—	—	—	—	—	—	—	60		
	G.—F.	—	—	2	11	9	8	6	1	1	1	—	—	—	—	—	—	—	39		
III.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	30		
	G.—F.	—	2	1	2	10	10	3	4	2	—	—	—	—	—	—	—	—	34		
IV.	B.—G.	—	—	—	—	15	1	1	1	1	—	—	—	—	—	—	—	—	20		
	G.—F.	—	—	1	—	3	7	4	6	4	—	3	—	1	—	—	—	—	28		
V.	B.—G.	—	—	—	—	2	3	24	6	7	2	2	—	—	—	—	—	—	46		
	G.—F.	—	—	—	—	—	6	1	6	3	1	6	—	—	—	—	—	—	23		
VI.	B.—G.	—	—	—	—	—	19	19	7	3	2	—	—	—	—	—	—	—	52		
	G.—F.	—	—	—	2	—	2	1	7	5	3	1	—	—	—	—	—	—	19		
VII.	B.—G.	—	—	—	—	—	—	3	1	23	2	3	5	—	—	—	—	—	37		
	G.—F.	—	—	—	—	—	—	10	1	2	2	2	1	1	—	—	—	—	17		
VIII.	B.—G.	—	—	—	—	—	—	3	7	17	1	4	1	—	—	—	—	—	33		
	G.—F.	—	—	—	—	—	—	9	11	11	8	4	3	4	1	3	—	6	60		
IX.	B.—G.	—	—	—	—	—	—	1	2	3	3	—	—	—	—	—	—	—	29		
	G.—F.	—	—	—	—	—	—	—	—	10	11	11	5	2	—	—	—	—	39		
X.	B.—G.	—	—	—	—	—	—	—	—	—	—	9	29	3	—	—	—	—	46		
	G.—F.	—	—	—	—	—	—	—	—	—	13	24	13	9	7	—	—	—	66		
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	5	32	7	2	—	—	—	46		
	G.—F.	—	—	—	—	—	—	—	—	—	—	13	22	17	7	5	1	3	68		
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	1	2	25	6	4	2	40		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
1Spe.—Spé.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	1	6	4	1	—	12		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	4	6	8	7	10	15	50		
Total.	B.—G.	3	27	39	31	31	31	35	33	33	41	60	49	38	23	15	11	24	524		
	G.—F.	—	15	21	20	36	56	40	48	34	42	44	39	38	12	76	2	—	523		
Total.		3	42	60	51	67	87	75	81	67	83	104	88	76	35	91	13	24	1,047		
Unclassified by grades—Non-classifiés par degré.															Boys—Garçons.					343	
Grand total.															Girls—Filles.					1,390	

114.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in New Brunswick, by grade, sex and age, 1922

114.—Ecoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Nouveau-Brunswick, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		5 ^a	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 ^s			
1K.—E. M.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
I.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F.	—	24	22	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	46	
II.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F.	—	—	18	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	20	
III.	B.—G.	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	1	
	G.—F.	—	—	—	8	20	—	—	—	—	—	—	—	—	—	—	—	—	—	28	
IV.	B.—G.	—	—	—	—	—	—	1	3	—	—	—	—	—	—	—	—	—	—	4	
	G.—F.	—	—	—	—	18	6	—	—	—	—	—	—	—	—	—	—	—	—	24	
V.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F.	—	—	—	—	—	7	30	2	—	—	—	—	—	—	—	—	—	—	37	
VI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F.	—	—	—	—	—	—	—	10	6	8	—	—	—	—	—	—	—	—	8	
VII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F.	—	—	—	—	—	—	—	—	6	—	—	—	—	—	—	—	—	—	18	
VIII.	B.—G.	—	—	—	—	—	—	—	—	—	8	—	2	—	—	—	—	—	—	22	
	G.—F.	—	—	—	—	—	—	—	—	—	15	13	—	—	—	—	—	—	—	28	
IX.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F.	—	—	—	—	—	—	—	—	—	—	6	7	3	—	—	—	—	—	16	
X.	B.—G.	—	—	—	—	—	—	—	—	—	2	5	8	5	—	—	—	—	—	20	
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	31	5	—	—	—	—	—	36	
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	2	5	5	—	—	—	—	—	17	
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	16	4	1	—	—	—	20	
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	5	14	5	—	—	—	24	
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	4	2	—	—	—	6	
1Spe.—Spé.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	4	6	6	—	—	16	
Total.	B.—G.	—	—	—	—	—	2	5	12	10	13	15	15	18	6	—	—	—	—	96	
	G.—F.	—	24	40	10	38	13	40	8	15	19	38	24	12	8	6	—	—	—	295	
Total.		—	24	40	10	38	15	45	20	25	32	53	39	30	14	6	—	—	—	391	

¹ K. = Kindergarten; Spe. = Special.—E. M. = Ecole Maternelle; Spé. = Spécial.

² Including those under 5 years of age.—Y compris moins de 5 ans.

³ Including all over 21 years of age.—Y compris de 21 ans.

REPORT ON EDUCATION STATISTICS

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115.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Ontario, by grade, sex and age 1922

115.—Ecoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Ontario, 1922

Grade Degré	Sex Sexe	Age—Âge																				Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
K.—E. M.	B.—G.	—	2	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6		
	G.—F.	15	40	22	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	78		
I.	B.—G.	3	19	47	26	18	8	9	1	—	—	—	—	—	—	—	—	—	—	131		
	G.—F.	9	37	82	54	11	3	—	—	—	—	—	—	—	—	—	—	—	—	196		
II.	B.—G.	—	—	9	26	7	4	3	—	—	—	—	—	—	—	—	—	—	—	49		
	G.—F.	—	2	27	67	50	12	2	1	—	—	—	—	—	—	—	—	—	—	161		
III.	B.—G.	—	—	1	11	7	4	1	—	—	—	—	—	—	—	—	—	—	—	24		
	G.—F.	—	—	6	38	45	42	13	3	2	—	1	—	—	—	—	—	—	—	150		
IV.	B.—G.	—	—	—	4	5	8	2	—	4	1	—	—	—	—	—	—	—	—	24		
	G.—F.	—	—	2	14	31	35	28	10	6	—	3	—	—	—	—	—	—	—	129		
V.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	89		
	G.—F.	—	—	—	2	22	34	18	8	5	—	—	—	—	—	—	—	—	—	194		
VI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	132		
	G.—F.	—	—	—	1	17	34	45	43	15	10	3	—	—	—	—	—	—	—	168		
VII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	146		
	G.—F.	—	—	—	—	—	3	47	38	35	19	4	—	—	—	—	—	—	—	250		
VIII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	122		
	G.—F.	—	—	—	—	—	—	—	11	28	39	30	12	1	—	1	—	—	—	315		
IX.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	290		
	G.—F.	—	—	—	—	—	—	—	2	15	91	54	67	28	13	5	5	4	6	582		
X.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	324		
	G.—F.	—	—	—	—	—	—	—	5	23	105	158	132	111	37	8	2	1	—	380		
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	345		
	G.—F.	—	—	—	—	—	—	—	2	30	55	109	55	20	—	—	—	—	—	474		
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	162		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	51		
Spe.—Spé.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	26		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	279		
Total.	B.—G.	3	21	61	69	59	104	127	124	208	221	255	223	166	126	48	19	36	1,870	—		
	G.—F.	24	79	139	179	188	179	210	245	351	386	394	428	306	190	62	31	16	3,407	—		
Total.		27	100	200	248	247	283	337	369	559	607	549	651	472	316	110	50	52	5,277	—		
Unclassified by grades—Non classifiés par degré.																				{Boys..Garçons..}		1,125
Grand total.																				{Girls—Filles....}		1,716
Grand total.																					8,118	

116.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Manitoba, by grade, sex and age 1922

116.—Ecoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Manitoba, 1922

Grade Degré	Sex Sexe	Age—Âge																				Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
K.—E. M.	B.—G.	5	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6		
	G.—F.	8	4	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13		
I.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	3	14	13	8	1	—	—	—	—	—	—	—	—	—	—	—	—	—	39		
II.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	1	6	4	—	—	1	—	—	—	—	—	—	—	—	—	—	—	12		
III.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	3	8	14	1	—	—	—	—	—	—	—	—	—	—	26		
IV.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	1	11	6	2	—	—	—	—	—	—	—	—	—	—	20		
V.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	6	12	10	—	—	—	—	—	—	—	—	—	—	29		
VI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	6	12	10	1	—	—	—	—	—	—	—	—	31		
VII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	10	13	6	3	2	—	—	—	—	—	44		
VIII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	2	2	—	7		
IX.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	11	3	4	1	1	—	—	—	22		
X.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	2	6	5	4	2	6	4	13		
	G.—F.	—	—	—	—	—	—	—	—	—	4	7	20	17	9	5	2	5	4	5		
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	4	4	8	7	9	1	6	12		
	G.—F.	—	—	—	—	—	—	—	—	—	1	3	9	8	18	8	10	—	1	8		
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	4	4	3	9	6	15		
Total.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Total.	B.—G.	5	1	—	—	—	—	—	—	—	1	6	10	18	16	15	16	22	42	15		
	G.—F.	11	19	20	13	15	21	35	39	30	62	40	56	35	21	11	16	24	468	38		
Total.		16	20	20	13	15	21	35	39	31	68	50	74	51	36	27	38	66	620	697		
Unclassified by grades—Non classifiés par degré.																				(Boys—Garçons..)		39
Grand total.																				(Girls—Filles....)		38
Grand total.																						697

¹ K.= Kindergarten: Spe.=Special.—E. M.=Ecole Maternelle: Spé.=Spécial.

² Including those under 5 years of age.—Y compris moins de 5 ans.

³ Including all over 21 years of age.—Y compris de 21 ans.

117—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Saskatchewan, by grade, sex and age, 1922.

117—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année par degré, sexe et âge, Saskatchewan, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
I.....	B.—G..	30	52	51	41	17	6	1	2	3	—	—	—	—	—	—	—	—	—	203	
	G.—F..	35	62	81	50	13	4	4	4	—	—	1	1	—	—	—	—	—	—	255	
II.....	B.—G..	—	3	13	39	31	32	12	6	1	—	—	—	—	—	—	—	—	—	137	
	G.—F..	—	14	41	52	37	20	7	3	2	—	—	—	—	—	—	—	—	—	176	
III.....	B.—G..	—	—	7	17	31	32	21	3	7	6	—	—	—	—	—	—	—	—	125	
	G.—F..	—	—	19	25	34	32	25	17	7	2	1	—	—	—	—	—	—	—	162	
IV.....	B.—G..	—	—	—	7	20	32	22	20	11	10	—	—	—	—	—	—	—	—	122	
	G.—F..	—	—	—	1	9	45	39	19	24	7	6	3	—	—	—	—	—	—	154	
V.....	B.—G..	—	—	—	—	—	6	12	20	20	13	5	1	1	1	1	—	—	—	84	
	G.—F..	—	—	—	—	—	8	29	38	31	18	10	3	4	3	1	—	—	—	145	
VI.....	B.—G..	—	—	—	—	—	1	11	4	13	10	4	—	—	—	—	—	—	—	46	
	G.—F..	—	—	—	—	—	1	14	20	30	19	8	3	1	2	—	—	—	—	99	
VII.....	B.—G..	—	—	—	—	—	—	3	10	15	5	5	5	—	5	2	—	—	—	44	
	G.—F..	—	—	—	—	—	—	6	16	8	19	11	7	—	1	2	—	—	—	64	
VIII.....	B.—G..	—	—	—	—	—	—	—	1	8	5	7	5	4	4	4	3	2	11	54	
	G.—F..	—	—	—	—	—	—	—	2	14	20	14	18	7	6	2	1	2	4	90	
IX.....	B.—G..	—	—	—	—	—	—	—	—	—	1	9	15	27	14	6	1	3	1	6	
	G.—F..	—	—	—	—	—	—	—	—	—	—	2	13	12	14	6	5	3	8	83	
X.....	B.—G..	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	64	
	G.—F..	—	—	—	—	—	—	—	—	—	—	8	15	9	8	1	7	—	—	54	
XI.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	2	12	10	7	6	1	17	55	
	G.—F..	—	—	—	—	—	—	—	—	—	—	—	5	11	20	12	8	4	18	82	
XII.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	1	1	3	1	2	4	3	15	
	G.—F..	—	—	—	—	—	—	—	—	—	—	—	1	1	5	7	1	1	2	18	
1Spe.—Spé....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	G.—F..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Total.....	B.—G..	30	55	71	104	106	125	84	84	72	61	40	47	44	26	20	19	63	1,051		
	G.—F..	35	76	142	136	138	138	121	141	102	76	84	48	48	29	21	8	39	1,382		
Total.....		65	131	213	240	244	263	205	225	174	137	124	95	92	55	41	27	102	2,433		
Unclassified by grades—Non-classifiés par degré.....																			49		
																			(BoysGarçons)		
																			(Girls—Filles)		
Grand total.....																				32	
																				2,514	

118—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Alberta, by grade, sex and age, 1922

118—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Alberta, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
I.K.—E.M....	B.—G..	22	19	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	44	
	G.—F..	20	26	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	50		
I.....	B.—G..	14	29	26	18	13	13	7	3	—	1	—	—	—	—	—	—	—	124		
	G.—F..	10	33	22	18	14	8	5	2	1	—	—	—	—	—	1	—	—	114		
II.....	B.—G..	—	1	8	21	15	12	8	3	2	1	—	—	—	—	—	—	—	79		
	G.—F..	—	—	11	26	18	13	6	2	2	—	—	—	—	1	—	—	—	71		
III.....	B.—G..	—	—	—	5	11	17	11	5	5	2	3	3	—	—	—	—	—	87		
	G.—F..	—	—	—	4	14	24	17	9	7	5	4	3	—	—	—	—	—	48		
IV.....	B.—G..	—	—	—	3	6	9	14	10	4	1	—	1	—	—	—	—	—	73		
	G.—F..	—	—	—	4	8	13	19	14	8	4	1	1	—	1	—	—	—	45		
V.....	B.—G..	—	—	—	—	6	11	14	8	2	—	2	2	—	—	—	—	—	44		
	G.—F..	—	—	—	—	3	7	14	11	2	2	1	2	1	—	1	—	—	56		
VI.....	B.—G..	—	—	—	—	—	7	15	16	6	4	3	1	1	1	1	—	1	71		
	G.—F..	—	—	—	—	—	3	20	26	11	2	4	1	2	—	—	1	1	62		
VII.....	B.—G..	—	—	—	—	—	—	6	12	21	12	5	3	—	1	1	—	—	69		
	G.—F..	—	—	—	—	—	1	3	20	32	6	4	1	—	1	1	—	—	66		
VIII.....	B.—G..	—	—	—	—	—	—	—	3	24	22	7	3	3	2	1	—	—	146		
	G.—F..	—	—	—	—	—	—	—	1	10	24	16	10	8	6	7	2	7	181		
IX.....	B.—G..	—	—	—	—	—	—	—	—	6	35	47	25	8	6	7	2	7	187		
	G.—F..	—	—	—	—	—	—	—	—	3	42	62	30	11	9	6	6	3	229		
X.....	B.—G..	—	—	—	—	—	—	—	—	—	12	42	62	30	15	8	5	17	209		
	G.—F..	—	—	—	—	—	—	—	—	—	8	38	55	34	22	7	8	11	262		
XI.....	B.—G..	—	—	—	—	—	—	—	—	—	—	38	47	61	33	19	11	24	28		
	G.—F..	—	—	—	—	—	—	—	—	—	—	14	24	62	36	26	24	18	6		
XII.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	2	5	5	6	4	28		
	G.—F..	—	—	—	—	—	—	—	—	—	—	—	—	—	4	3	3	5	16		
Total.....	Boys—	36	49	37	47	51	69	75	63	70	88	114	152	112	63	43	23	56	1,148		
	G.—F..	30	59	37	52	57	69	84	85	85	93	154	195	144	74	45	44	34	1,341		
Total...		66	108	74	99	108	138	159	148	155	181	268	347	256	137	88	67	90	2,489		

1K.= Kindergarten: Spe.= Special—E.M.= Ecole Maternelle:—Spé.= Spéciale

2Including those under 5 years of age—Y compris moins de 5 ans

3Including all over 21 years of age—Y compris de 21 ans

119.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in British Columbia, by grade, sex and age, 1922

119.—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Colombie Britannique, 1922

Grade Degré	Sex Sexe	Age—Âge																				Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
1K.—E.M.	B.—G.	10	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13		
	G.—F.	3	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9			
I.	B.—G.	—	6	11	3	—	—	—	—	—	—	—	—	—	—	—	—	—	20			
	G.—F.	—	19	21	19	8	6	—	—	1	—	—	—	—	—	—	—	—	66			
II.	B.—G.	—	13	7	8	6	—	—	1	2	—	—	—	—	—	—	—	—	37			
	G.—F.	—	1	10	28	25	1	—	—	—	—	—	—	—	—	—	—	—	65			
III.	B.—G.	—	—	20	—	9	6	3	1	—	—	—	—	—	—	—	—	—	29			
	G.—F.	—	—	—	3	25	26	18	5	—	—	—	—	—	—	—	—	—	77			
IV.	B.—G.	—	—	—	—	17	3	3	6	—	—	—	—	—	—	—	—	—	29			
	G.—F.	—	—	—	—	3	24	21	14	8	—	—	—	—	—	—	—	—	70			
V.	B.—G.	—	—	—	—	20	1	6	4	3	—	—	—	—	—	—	—	—	34			
	G.—F.	—	—	—	—	1	6	12	29	13	6	2	—	—	—	—	—	—	70			
VI.	B.—G.	—	—	—	—	—	—	17	6	3	4	1	—	—	—	—	—	—	31			
	G.—F.	—	—	—	—	—	—	4	8	12	19	10	13	1	—	—	—	—	67			
VII.	B.—G.	—	—	—	—	—	—	—	16	2	4	—	—	—	—	—	—	—	22			
	G.—F.	—	—	—	—	—	—	1	6	7	9	8	3	5	—	—	—	—	39			
VIII.	B.—G.	—	—	—	—	—	—	—	—	—	25	2	—	—	—	—	—	—	27			
	G.—F.	—	—	—	—	—	—	—	4	8	14	13	14	3	—	—	—	—	56			
IX.	B.—G.	—	—	—	—	—	—	—	—	—	18	—	—	—	—	—	—	—	18			
	G.—F.	—	—	—	—	—	—	—	7	7	10	25	24	18	2	—	—	—	93			
X.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	19	—	—	—	—	—	19			
	G.—F.	—	—	—	—	—	—	—	—	—	—	7	15	13	9	1	—	—	45			
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	8	—	—	—	—	8			
	G.—F.	—	—	—	—	—	—	—	—	—	3	2	3	7	7	1	—	—	23			
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	2	2	—	—	—	4			
1Spe.—Spé.	G.—B.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	1	7	17	13	1	—	39			
Total	B.—G.	10	22	38	11	32	29	25	37	9	54	3	19	8	—	—	—	—	297			
	G.—F.	3	23	33	51	60	58	55	74	55	61	67	73	56	38	15	1	—	723			
Total		13	45	71	62	92	87	80	111	64	115	70	92	64	38	15	1	—	1,020			
Unclassified by grades—Non-classifiés par degré																				Boys—Garçons		135
																				Girls—Filles		135
Grand total																						1,290

121.—Business Colleges: Students, fees and length of courses according to type of institution, 1922.

121.—Collèges commerciaux: Étudiants, cout et durées des cours par type d'institution, 1922.

	Num- ber Report- ing No. de collèges	Students—Étudiants			Fees—Coût				Months for Graduation.	
		Day Courses du jour	Night Courses du soir	Total	Day Courses Cours du jour		Night Courses Cours du soir		Mois pour l'obten- tion du diplôme	
					By Month Par mois	For Course Pour cours	By Month Par mois	For Course Pour cours	Day Jour	Night Soir
⁴ Colleges having 200 students or or over.....	33	7,063	5,070	12,133	15	115	6	52	9	13
⁵ Colleges having 100 to 199 students.....	32	2,929	1,567	4,496	15	135	6	—	8	13
⁶ Colleges having less than 100 Students.....	63	2,014	792	4,996	14	83	6	65	7	14

¹ K.=Kindergarten; Spe.=Special—E. M.=Ecole Maternelle; Spé.=Spécial.

² Including those under 5 years of age.—Y compris moins de 5 ans.

³ Including all over 21 years of age.—Y compris de 21 ans.

⁴ Collèges avec 200 étudiants ou plus.

⁵ Collèges avec 100 à 199 étudiants.

⁶ Collèges avec moins de 100 étudiants.

120.—Business Colleges (Private) in Canada: General Summary by provinces for the year ended June 30, 1922.

120.—Collèges Commerciaux (privés) au Canada: Résumé par provinces, 1922.

Description.	P.E.I. I.P.E.	N.S. N.-E.	N.B. N.-B.	Que.	Ont.	Man.	Sask.	Alta.	B.C. C.-B.	Total.	Description.
Number of Colleges re- porting.	1	4	6	21	72	9	8	5	7	133	Nombre de collèges.
Number on teaching staff	3	24	21	159	295	68	17	46	27	660	Nombre d'instituteurs.
Number of Students:											Nombre d'étudiants.
Day Courses.....	65	515	528	2,391	6,288	1,012	439	1,028	639	12,905	Cours du jour.
Night Courses.....	10	183	195	1,497	3,971	903	210	1,296	436	8,701	Cours du soir.
Courses unspecified.....	-	-	-	369	1,970	13	-	-	-	2,343	Cours non indiqués.
Total.....	75	698	723	4,248	12,229	1,928	649	2,314	1,075	23,929	Total.
Males, specified.....	50	296	283	2,398	3,661	845	219	955	470	9,177	Hommes indiqués.
Females, specified.....	25	402	440	1,667	5,787	1,083	361	1,349	355	11,469	Femmes indiquées.
Subjects offered:											Sujets:
Arithmetic, commer- cial.	40	254	410	1,098	3,252	457	55	339	127	6,032	Arithmét. commerciale.
Arithmetic of Invest- ment.	-	27	224	232	1,029	351	-	-	24	1,887	Arithmét. de placement
Auditing.....	-	30	184	66	1,061	323	-	8	-	1,672	Comptabilité.
Banking.....	40	135	199	189	1,612	327	20	-	-	2,522	Banque.
Book-keeping.....	40	220	268	1,285	3,393	506	127	505	18	6,362	Tenue des livres.
Business practice.....	40	221	213	584	3,554	107	67	-	138	4,924	Pratique des affaires.
Business organization and management.	-	10	189	31	926	-	20	43	-	1,219	Organisation et gérance.
Civics.....	-	-	148	72	129	24	-	-	-	373	Histoire civique.
Commercial Law.....	40	245	221	265	2,808	53	42	162	162	3,998	Droit commercial.
Commercial Geo- graphy.	-	158	-	253	173	24	3	41	17	669	Géographie commerciale
Correspondence.....	40	251	565	1,460	6,074	708	185	643	21	9,952	Correspondance.
Economic Geography..	-	-	-	334	-	-	-	3	-	337	Géographie économique.
Economic Theory.....	-	-	-	-	44	-	-	-	-	44	Théorie économique.
English Literature.....	-	45	57	361	212	-	20	185	-	880	Littérature anglaise.
English Composition...	-	42	364	879	1,965	38	20	424	18	3,750	Composition anglaise.
Filing.....	40	328	433	523	5,107	145	130	438	373	7,517	Classement.
French.....	-	2	-	1,103	124	-	-	50	-	1,279	Français.
History of Commerce and Industry.	-	10	-	139	-	-	-	-	-	149	Histoire du commerce et de l'industrie.
Business papers.....	40	45	396	398	4,762	140	64	256	50	6,151	Documents commer- ciaux.
Office Routine.....	50	438	394	1,286	4,693	148	139	193	365	7,706	Travail de bureau.
Penmanship.....	65	433	510	1,043	6,164	714	168	599	362	10,058	Calligraphie.
Rapid Calculation.....	25	512	561	1,378	4,123	387	177	449	112	7,724	Calcul rapide.
Secretarial duties.....	-	10	100	229	2,102	22	20	56	24	2,563	Secrétariat.
Spelling.....	75	356	632	2,250	6,510	852	210	465	381	11,732	Orthographe.
Adding Machine.....	40	9	231	255	1,964	159	96	239	35	3,028	Arithmographie.
Dictaphone.....	-	-	74	28	1,017	90	32	25	-	1,266	Dictaphone.
Mechanical Book-keep- ing.	-	-	-	60	422	-	20	40	-	542	Tenue des livres mécani- que.
Miméograph.....	50	160	148	88	1,193	71	26	-	23	1,764	Miméographe.
Posting Machine.....	-	-	-	67	61	-	17	40	-	185	Machine à tenue des li- vres.
Rapid calculator.....	-	-	35	-	1,321	195	38	-	23	1,612	Calculateur rapide.
Slide Scale.....	-	-	-	21	112	-	-	-	-	133	Règle barème.
Typewriting.....	50	434	516	1,772	6,053	1,121	232	-	409	10,587	Dactylographie.
Shorthand:											Sténographie:
Isaac Pitman.....	-	425	410	847	3,976	738	171	-	280	6,847	Isaac Pitman.
Gregg.....	50	-	-	15	2,239	294	135	-	177	2,860	Gregg.
Paragon.....	-	-	-	139	-	144	-	-	-	283	Paragon.
Boyd.....	-	-	-	152	34	33	-	-	-	219	Boyd.
Elie.....	-	-	-	165	-	-	-	-	-	165	Elie.
Graham Pitmanic.....	-	-	-	-	66	-	-	-	-	66	Graham Pitmanic.
Eclectic Simplified.....	-	-	-	-	148	-	-	-	-	148	Eclectic simplifié.
Mack.....	-	-	-	-	-	-	18	-	-	18	Mack.
Success.....	-	-	-	-	30	-	-	-	-	30	Success.
Perrault-Duployée.....	-	-	-	562	6	-	-	-	-	568	Perrault-Duployée.
Total.....	50	425	410	1,880	6,499	1,209	324	492	457	11,746	Total.

14.—INDIAN EDUCATION—ENSEIGNEMENT INDIEN

123.—Indian Schools: Classes of Schools, denominations represented and enrolment, 1911 to 1922.

123.—Ecoles indiennes: Types d'écoles, confessions religieuses et inscriptions, 1911-1922.

Year. — Année.	Schools.—Écoles.						Enrolment.—Nombre d'élèves inscrites.					Percentage of Attendance. — Pourcentage de fréquentation.			
	Class of Schools. — Types d'écoles.			Denominations.—Confessions religieuses.			Number Enrolled. — Nombre d'élèves inscrites.			Average Attendance. — Moyenne de fréquentation.					
	Total Number of Schools — Nombre total d'écoles.	Day. — Écoles pour le jour.	Boarding. — Écoles pour pensionnaires.	Industrial. — Écoles d'apprentissage.	Undenominational. — Neutre.	Roman Catholic. — Catholique romaine.	Church of England. — Anglicane.	Methodist. — Méthodiste.	Presbyterian. — Presbytérienne.		Salvation Army. — Armée du Salut.				
													Boys. — Garçons.	Girls. — Filles.	Total.
1911.....	324	251	54	19	51	118	93	45	15	2	5,607	5,583	11,190	6,763	60-44
1912.....	325	251	55	19	49	119	94	46	15	2	5,648	5,655	11,303	6,838	60-49
1913.....	326	249	58	19	50	121	93	45	15	2	5,631	5,513	11,144	6,829	62-18
1914.....	333	256	59	18	51	126	91	50	13	2	5,908	5,806	11,714	7,218	61-62
1915.....	335	257	60	18	52	129	91	49	13	2	6,367	6,101	12,468	8,711	69-87
1916.....	345	269	59	17	53	133	96	49	12	2	6,828	6,271	12,799	8,076	63-05
1917.....	341	265	59	17	55	127	97	45	14	2	6,167	6,011	12,178	8,285	68-03
1918.....	339	264	58	17	53	127	95	45	12	2	6,211	6,202	12,413	7,878	63-46
1919.....	322	248	58	16	52	123	84	49	11	1	5,966	5,986	11,952	7,532	63-02
1920.....	321	247	58	16	52	123	88	48	9	1	6,020	6,176	12,196	7,629	62-56
1921.....	326	253	58	15	54	127	90	46	8	1	6,219	6,339	12,558	8,723	69-47
1922.....	321	250	55	16	51	126	88	44	11	1	6,605	6,416	13,021	8,668	66-46

By Provinces, 1922.—Par provinces, 1922.

P. E. I.—I. du P.-E.	2	2	—	—	—	2	—	—	—	—	—	—	—	17	21	38	18	47-27
N. B.—N.-B.	14	14	—	—	—	14	—	—	—	—	—	—	—	136	140	276	128	46-33
Que.—Qué.	11	11	—	—	—	11	—	—	—	—	—	—	—	146	152	298	178	49-33
Ont.—Ont.	31	31	—	—	—	18	—	—	—	—	—	—	—	761	778	1,539	916	62-12
Man.—Man.	91	80	7	36	2	26	18	10	1	—	—	—	—	1,933	1,692	3,625	2,881	65-77
Sask.—Sask.	46	37	8	1	2	10	22	9	3	—	—	—	—	905	899	1,804	1,078	65-30
Alta.—Alta.	32	20	11	1	1	11	15	1	4	—	—	—	—	714	750	1,464	1,016	71-95
B. C.—C.-B.	25	6	18	—	—	13	7	5	—	—	—	—	—	588	518	1,106	616	76-14
N. W. T.—T. N.-O.	58	42	7	9	—	17	15	17	—	—	—	—	—	1,276	1,202	2,478	1,646	65-71
Yukon.....	7	4	3	—	—	4	3	—	—	—	—	—	—	80	121	201	162	80-60
	4	3	1	—	—	—	4	—	—	—	—	—	—	49	59	108	64	59-26

15.—PUBLIC LIBRARIES—BIBLIOTHÈQUES PUBLIQUES

124.—Public Libraries in Canada: Number listed and reporting with the number of volumes and circulation in 1921.

124.—Bibliothèque publiques au Canada: Nombre en liste et reportant avec le nombre des volumes et circulation en 1921.

Type	Number Listed — Nombre en liste	Number Reporting — Nombre reportant	Number of Volumes — Nombre de volumes		Circulation	
			Number Reporting — Nombre reportant	Volumes	Number Reporting — Nombre reportant	Volumes
P.E.I.—						
University ³	1	1	1	75,000	1	6,000
Colleges ⁴	1	1	1	25,000	—	—
Government ⁵	1	1	1	20,000	1	6,000
Total.....	3	3	3	120,000	2	12,000
N.S.—						
Free Public ¹	15	2	2	42,966	2	61,462
Association ²	1	1	1	7,933	1	10,386
University ³	4	4	4	127,000	1	3,903
College ⁴	6	3	3	67,473	—	—
Government ⁵	2	2	2	82,790	—	—
Total.....	28	12	12	328,162	4	75,751
N.B.—						
Free Public.....	5	2	2	38,765	2	84,233
University.....	3	3	3	39,000	—	—
Total.....	8	5	5	77,765	2	84,233
Quebec—						
Free Public.....	9	4	4	157,724	3	185,716
Association.....	2	1	1	2,404	1	15,446
University.....	4	4	4	327,851	1	22,247
College.....	27	23	23	506,679	1	1,285
Total.....	42	32	32	994,658	6	224,694
Ont.—						
Free Public.....	186	186	186	1,537,515	184	6,316,340
Association.....	264	264	264	473,950	249	635,307
University.....	7	6	6	392,418	2	20,772
College.....	14	10	10	70,287	2	1,932
Government.....	37	16	16	241,633	2	1,057
Total.....	508	482	482	2,715,803	439	6,975,408
Man.—						
Free Public.....	5	2	2	127,407	2	922,192
University.....	1	1	1	29,000	—	—
College.....	5	5	5	46,387	1	6,231
Government.....	1	1	1	40,000	—	—
Total.....	12	9	9	242,794	3	928,423
Sask.—						
Free Public.....	16	8	8	64,241	5	452,190
University.....	1	1	1	25,000	—	—
College.....	3	3	3	7,207	1	134
Total.....	20	12	12	96,448	6	452,324
Alta.—						
Free Public.....	7	3	3	57,504	3	406,659
University.....	1	1	1	25,000	—	—
College.....	3	3	3	10,280	—	—
Government.....	4	1	1	48,000	—	—
Total.....	15	8	8	140,784	3	406,659
B.C.—						
Free Public.....	5	3	3	148,467	3	957,882
Association.....	16	1	1	1,538	1	14,336
University.....	1	1	1	39,030	—	—
College.....	3	3	3	6,200	—	—
Government.....	1	1	1	130,000	1	25,900
Total.....	26	9	9	325,205	5	998,118
Total—						
Free Public.....	248	210	210	2,174,589	204	9,386,674
Association.....	283	267	267	485,825	252	675,475
University.....	23	22	22	1,079,569	5	52,922
College.....	62	51	51	738,913	5	9,582
Government.....	46	22	22	562,423	4	32,957
Total.....	662	572	572	5,041,619	470	10,157,610

¹Publique. ²d'association. ³Universitaire. ⁴Collégial ⁵du gouvernement.

125.—Public Libraries in Canada: Periodicals received by the different types, 1921.

125.—Bibliothèques publiques au Canada: Périodiques reçus par classes, en 1921.

Type	D.	W.	O.	T.	N. E.	N. R.	Type	D.	W.	O.	T.	N. E.	N. R.
Prince Edward Island—							Ontario—						
Free Public:							Free Public:						
British.....	1	—	3	4	—	1	British.....	27	248	461	736	—	87
Canada.....	10	—	5	15	—	1	Canada.....	382	375	472	1219	—	100
United States.....	—	—	2	—	—	1	United States.....	31	346	1375	1752	—	95
Total.....	11	—	10	21	1	1	Other.....	6	19	38	63	—	7
University.....	—	—	—	—	1	—	Total.....	446	988	2346	3780	186	116
College.....	—	—	—	—	—	—	Association:						
Government.....	—	—	—	—	1	1	British.....	12	43	89	144	—	21
Grand Total.....	11	—	10	21	4	2	Canada.....	81	114	124	319	—	47
Nova Scotia—							United States.....	5	49	234	288	—	41
Free Public:							Other.....	1	—	2	3	—	5
British.....	—	9	22	31	—	3	Total.....	99	206	449	754	264	144
Canada.....	2	1	7	10	—	2	University:						
United States.....	1	14	35	50	—	2	British.....	—	4	24	163	—	3
Other.....	—	—	1	1	—	1	Canada.....	8	9	28	71	—	4
Total.....	3	24	65	92	12	4	United States.....	—	8	84	153	—	4
Association:							Other.....	—	3	85	166	—	3
British.....	—	1	—	1	—	—	Unspecified.....	—	—	—	1500	—	—
Canada.....	5	6	—	11	—	—	Total.....	8	24	221	2353	7	5
Total.....	5	7	—	12	—	3	College:—						
University:							British.....	—	—	3	3	—	3
British.....	1	6	8	15	—	—	Canada.....	3	—	4	7	—	3
Canada.....	2	14	19	35	—	—	United States.....	—	—	12	12	—	4
United States.....	—	13	46	59	—	—	Other.....	—	—	5	5	—	2
Other.....	2	2	—	4	—	—	Total.....	3	—	24	27	14	5
Total.....	5	35	72	113	4	1	Government:						
College.....	—	—	—	—	3	—	British.....	6	75	132	213	—	11
Government.....	—	—	—	—	2	—	Canada.....	201	181	241	623	—	12
Grand Total.....	13	66	138	217	21	8	United States.....	26	164	376	566	—	13
New Brunswick—							Other.....	1	37	208	246	—	11
Free Public:							Total.....	234	457	957	1698	34	21
British.....	1	8	19	28	—	2	Grand Total.....	790	1675	3997	8312	505	289
Canada.....	9	5	19	33	—	2	Manitoba—						
United States.....	2	2	22	26	—	2	Free Public:						
Total.....	12	15	60	87	5	2	British.....	3	38	71	112	—	1
University.....	—	—	—	—	3	—	Canada.....	38	54	30	122	—	1
Government.....	—	—	—	—	1	—	United States.....	16	29	212	257	—	1
Grand Total.....	12	15	60	87	9	2	Total.....	57	121	313	491	5	2
Quebec—							Association.....	—	—	—	—	—	1
Free Public:							University:						
British.....	7	61	55	127	—	4	British.....	—	5	10	15	—	—
Canada.....	41	26	56	123	—	5	Canada.....	7	10	12	29	—	—
United States.....	12	34	121	167	—	3	United States.....	—	4	9	13	—	—
Other.....	11	29	89	129	—	5	Other.....	—	2	—	2	—	—
Total.....	71	150	321	546	5	5	Total.....	7	21	31	59	1	1
Association:							College.....	—	—	—	—	4	1
British.....	—	4	7	11	—	—	Government:						
Canada.....	12	6	2	20	—	—	British.....	—	3	5	8	—	—
United States.....	1	4	12	17	—	—	Canada.....	3	19	23	42	—	—
Total.....	13	14	21	48	3	2	United States.....	—	34	79	113	—	—
University:							Other.....	—	1	5	6	—	—
British.....	1	1	6	8	—	—	Total.....	3	57	109	169	2	1
Canada.....	9	4	38	51	—	—	Grand Total.....	67	199	453	719	12	6
United States.....	—	2	12	14	—	—	Saskatchewan—						
Other.....	2	3	27	32	—	—	Free Public:						
Unspecified.....	—	—	—	609	—	—	British.....	3	29	55	87	—	5
Total.....	12	10	83	714	3	4	Canada.....	64	45	70	179	—	6
College:							United States.....	20	78	72	170	—	6
British.....	2	35	87	124	—	—	Other.....	—	1	5	6	—	1
Canada.....	5	32	89	126	—	—	Total.....	87	153	202	442	14	9
United States.....	3	47	209	259	—	—	Association.....	—	—	—	—	—	1
Other.....	2	17	119	138	—	—	University:	3	40	107	150	1	1
Total.....	12	131	504	647	30	6	College:						
Government.....	—	—	—	—	1	—	British.....	—	—	6	6	—	—
Grand Total.....	108	305	929	1955	42	17	Canada.....	—	—	1	1	—	—
							Unspecified.....	3	40	105	148	—	—
							Total.....	3	40	112	155	3	2
							Government.....	—	—	—	—	1	—
							Grand Total.....	93	233	420	746	19	13

D=Daily—Journaux

W=Weekly—Hebdomadaires

O=Others—Autres

T=Total

N.R.=Number reporting—Nombre reportant

N.E.=Number listes—Nombre en liste

Periodicals of Unspecified frequency taken by Ont. University Libraries.....

Brit. I—I B.	135
Canada	26
U.S.—U. E.	61
Other—Autres	78

Total 300

Périodiques non classifiés reçus par les bibliothèques de l'Un. Ontario.

125.—Public Libraries in Canada: Periodicals received by the different types, 1921—Concluded.

125.—Bibliothèques publiques au Canada: Périodiques recus par les différentes classes, en 1921—Fin.

Type	D.	W.	O.	T.	N. E.	N. R.	Type	D.	W.	O.	T.	N. E.	N. R.
Alberta—							Grand Total—						
Free Public:							Free Public:						
British.....	2	34	28	64	—	—	British.....	56	458	784	1298	—	—
Canada.....	25	17	24	66	—	—	Canada.....	625	641	714	1980	—	—
United States.....	4	18	83	105	—	—	United States.....	97	549	2053	2699	—	—
Other.....	1	2	2	5	—	—	Other.....	18	55	135	208	—	—
Total.....	32	71	137	240	7	3	Total.....	796	1703	3686	6185	239	143
Association.....	—	—	—	—	1	2	Association:						
University.....	—	—	—	—	1	1	British.....	12	48	96	156	—	—
College:							Canada.....	98	126	126	350	—	—
British.....	—	1	—	1	—	—	United States.....	6	53	246	305	—	—
Canada.....	4	4	9	17	—	—	Other.....	1	—	2	3	—	—
United States.....	—	1	1	2	—	—	Total.....	117	227	470	814	284	154
Other.....	—	2	4	6	—	—	University:						
Total.....	4	8	14	26	3	1	British.....	2	16	48	201	—	—
Government:							Canada.....	26	37	97	186	—	—
British.....	1	7	15	23	—	1	United States.....	—	27	151	239	—	—
Canada.....	17	4	28	49	—	1	Other.....	4	10	112	204	—	—
United States.....	1	1	19	21	—	1	Unspecified.....	3	40	106	149	—	—
Other.....	—	—	—	1	—	1	Total.....	35	130	514	979	22	15
Total.....	19	12	63	94	2	1	College:						
Grand Total.....	55	91	214	360	14	8	British.....	3	43	102	148	—	—
British Columbia—							Canada.....	19	57	124	200	—	—
Free Public:							United States.....	3	84	302	389	—	—
British.....	12	31	70	113	—	2	Other.....	2	20	133	155	—	—
Canada.....	54	118	31	203	—	2	Unspecified.....	3	40	105	148	—	—
United States.....	11	28	131	170	—	2	Total.....	30	244	766	1040	61	16
Other.....	—	4	—	4	—	1	Government:						
Total.....	77	181	232	490	4	3	British.....	10	123	178	311	—	—
Association.....	—	—	—	—	16	1	Canada.....	245	254	306	805	—	—
University.....	—	—	—	—	1	—	United States.....	35	190	461	686	—	—
College:							Other.....	3	38	212	253	—	—
British.....	1	4	1	6	—	—	Total.....	293	605	1157	2055	42	25
Canada.....	4	2	1	7	—	—	Grand Total.....	1271	2909	6593	11373 ¹	—	353
United States.....	—	2	1	3	—	—							
Total.....	5	8	3	16	3	1							
Government:													
British.....	3	41	31	75	—	1							
Canada.....	27	69	37	133	—	1							
United States.....	8	25	66	99	—	1							
Other.....	2	1	3	6	—	1							
Total.....	40	136	137	313	1	2							
Grand Total.....	122	325	372	819	25	7							

¹Including 300 periodicals of unspecified frequency, see foot note page 168.—Compris 300 périodiques non spécifiés voir page 168.

126.—Canadian Library Associations, 1921.

126.—Sociétés bibliothécaires du Canada, 1921.

Association.	Date of Founding — Date de la fondation	Territory covered. — Territoire couvert	No. of Members. — No. de membres	Association.
Ontario Library Association	1901	Ontario.....	.....	Société bibliothécaire d'Ontario.
Sask. Library Association.	April 13, 1914.	Sask. ....	.....	Société bibliothécaire de la Saskatchewan.
Maritime Library Association.	April 13, 1918.	N.S., N.B., P.E.I.....	15 chartered members ¹	Société bibliothécaire pour les provinces maritimes.
Alberta Library Association	Mar. 19, 1920.	Alberta.....	50 possible members ² ...	Société bibliothécaire d'Alberta.
British Columbia Library Association.	1911	British Columbia.....	16 (paid) ³	Société bibliothécaire de la Col. Britannique.
Pacific Northwest Library Association.	1909	British Columbia, Oregon, Washington, Montana, Utah, Idaho, Alaska.	360 (paid) ⁴ , 45 libraries ⁵ institutionally members.	Société bibliothécaire du pacifique nord ouest.
Ottawa Library Association	Mar., 1920.	Ottawa.....	26 (paid).....	Société bibliothécaire d'Ottawa.

¹15 members enregistré.

²50 membres en perspective.

³16 membres ayant payé.

⁴360 membres ayant payé.

⁵membres représentant 45 bibliothèques.

CANADA
BUREAU FÉDÉRAL DE LA STATISTIQUE

**RAPPORT ANNUEL STATISTIQUE DE
L'INSTRUCTION PUBLIQUE
AU CANADA
1922**

Publié par ordre de L'Hon. Thos. A. Low, M.P.
Ministre du Commerce



OTTAWA
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PRÉFACE

Dans le premier rapport annuel sur l'instruction publique au Canada, publié en 1922, nous avons invité les intéressés à nous soumettre leurs critiques et à nous suggérer les moyens d'améliorer cet ouvrage. Les réponses à cette invitation qui nous sont parvenues sont des plus satisfaisantes; plusieurs d'entre elles contenaient des propositions véritablement intéressantes; aussi avons-nous fait tous nos efforts pour que ce second rapport sur le même sujet, se rapportant à l'année 1922, soit conforme aux désirs exprimés par les éducateurs.

Le présent rapport est divisé en deux parties, auxquelles s'ajoute, sous forme d'indicateur, un vocabulaire et un résumé des règlements régissant les différentes provinces. La première partie consiste en une revue des progrès de l'instruction publique accomplis pendant l'année, dans chaque province, un résumé général pour l'ensemble de la Puissance et un relevé des institutions d'enseignement supérieur, des écoles privées et des bibliothèques. Nous y avons également adjoint un résumé des lois scolaires passées durant l'année. La seconde partie consiste en tableaux statistiques divisés en quinze sections, les quatre premières étant consacrées aux écoles ordinaires placées sous le contrôle administratif; la cinquième traitant de l'enseignement secondaire; les sections sixième, septième et huitième se rapportent à certaines organisations spéciales ayant un caractère éducatif; le personnel enseignant fait l'objet des sections neuf et dix; la onzième section traite des dépenses qu'entraîne l'instruction publique; la douzième section est consacrée à l'enseignement supérieur, la treizième aux écoles privées, la quatorzième aux écoles indiennes et, enfin la quizième aux bibliothèques. Nous appelons particulièrement l'attention sur les sections relatives à l'enseignement secondaire et à certaines organisations, telles que la fusion scolaire et les travaux manuels. Certains tableaux de la section traitant de l'enseignement supérieur, particulièrement dans la division des différents types de collèges, sont nouveaux et contiennent les statistiques de ces collèges, classifiés sous différentes catégories: collèges agricoles, etc. De même que celles concernant l'enseignement secondaire et l'enseignement technique, ces données sont destinées à révéler les détails de l'éducation des adolescents et des adultes, lesquels présentent un intérêt particulier.

Le résumé qui fait l'objet du premier tableau constitue à proprement parler un inventaire complet de la situation scolaire; on y trouve le nombre des élèves et des étudiants fréquentant chacune des écoles grandes ou petites du Canada. Une autre innovation de ce rapport consiste en un tableau donnant la répartition d'un million environ d'écoliers des écoles canadiennes, tant publiques que privées, selon leur âge et le niveau de leurs études. Ces chiffres qui embrassent chacune des provinces, ne peuvent manquer d'intéresser vivement les théoriciens qui considèrent la pédagogie sous son aspect scientifique. Dans un autre tableau qui montre le niveau des études d'environ 400,000 garçons et autant de filles à un certain âge, on constate une différence marquée en faveur des filles. Les notices historiques sur les étapes parcourues par les différentes provinces sont insérées à la suggestion d'éducateurs éminents.

Si l'on en juge par les tableaux statistiques et les commentaires, l'année 1922 témoigne d'un succès remarquable dans toutes les provinces. La population scolaire n'avait jamais été aussi considérable ni la moyenne d'assiduité aussi forte. Ce qui est plus encourageant encore, c'est que le graphique de la page 88 indique clairement que les progrès accomplis en 1922 ne sont ni accidentels, ni attribuables à des facteurs temporaires, mais qu'ils ont la conséquence naturelle de causes permanentes, dont les effets se font sentir depuis le commencement du siècle, et qui n'ont subi un temps d'arrêt que par l'effet de la guerre et de l'épidémie d'influenza qui la suivit.

R. H. COATS,

Statisticien du Dominion.

Bureau Fédéral de la Statistique,
Ottawa, 1923.

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INTRODUCTION—DÉFINITION DES TERMES ET RÉSUMÉ DES RÈGLEMENTS RÉGISSANT L'INSTRUCTION PUBLIQUE

Définition des termes

Académie.—Dans la Nouvelle-Ecosse, simplement une haute école gratuite, accessible à tous les élèves du comté réunissant les conditions nécessaires; dans Québec, une école où l'on professe les matières de l'enseignement primaire à chaque degré, c'est-à-dire le programme des huit premières «années» dans les écoles catholiques et des onze premières «années» dans les écoles protestantes. Dans les autres provinces, le mot *académie* désigne généralement une institution indépendante, telle qu'un collège de garçons ou de filles, etc.

Classe collégiale.—Au Manitoba, une école urbaine qui possède trois instituteurs se consacrant exclusivement aux études de haute école, par opposition à la «haute école», laquelle ne possède que deux de ces instituteurs. Cette classe se fait sous le même toit qui abrite les classes élémentaires et sous la direction du même principal. Cette dernière caractéristique la distingue de l'institut collégial, qui n'abrite que les classes de haute école et d'école technique.

Collège affilié.—Une institution où l'on professe les matières enseignées dans les facultés universitaires et, s'il s'agit d'un collège professionnel, les études conduisant aux carrières libérales; les diplômes d'un collège affilié sont décernés par l'université à laquelle il est affilié. La plupart des collèges affiliés (autres que les collèges professionnels) professent également des matières sortant du cadre de l'enseignement universitaire, c'est-à-dire que, souvent, ces collèges enseignent les matières préparatoires au baccalauréat, à partir de l'année d'entrée à la haute école, jusqu'à l'obtention du diplôme de bachelier ès-lettres, etc. L'enseignement commercial est aussi donné quelquefois dans ces collèges.

Collège annexé.—Dans Québec, on dit d'un collège qu'il est annexé lorsque l'université se borne à l'approbation de son programme d'études et de ses règlements disciplinaires, à se faire représenter aux examens et à sanctionner les diplômes accordés par ce collège.

Collège associé.—Dans Québec, un collège associé est un collège affilié situé en dehors de la province.

Collège classique.—Dans Québec, une institution d'enseignement secondaire presque identique aux collèges affiliés dont il vient d'être parlé. Il n'est pas sous le contrôle du département de l'Instruction publique.

Collège commercial.—Dans notre pays, ce terme s'applique généralement à une institution privée où l'on enseigne les matières commerciales ou quelques-unes d'entre elles, ainsi que la préparation littéraire indispensable. En principe, ces institutions délivrent elles-mêmes leurs propres diplômes; elles préparent également leurs élèves à subir des examens et concours tels que ceux du service civil, etc.

Commissaires, Bureau des.—Dans Québec, où l'unité scolaire administrative est la municipalité, au lieu du district ou de la section, la commission scolaire majoritaire est appelée Bureau des Commissaires, tandis que la commission minoritaire, (appelée dans les autres provinces «Commission de l'école séparée») qu'elle soit catholique ou protestante, porte le nom de Bureau des Syndics.

Commissaires d'école.—Ce nom est donné dans la Nouvelle-Ecosse aux membres des commissions scolaires des villes incorporées.

Commissaires de district.—Dans la Nouvelle-Ecosse, le territoire appelé «district scolaire» dans toutes les autres provinces, sauf Québec et Ontario, est appelé *section* scolaire; toutes ces sections forment 33 «districts», administrés par des *commissaires de district*, dont les attributions consistent essentiellement à modifier les limites des sections scolaires; leur secrétaire procède à l'inspection des écoles.

Degrés élémentaires.—Dans les écoles primaires de Québec, les quatre premières «années» des écoles catholiques et les sept premières «années» des écoles protestantes; dans toutes les autres provinces, les degrés I à VIII inclusivement, sauf dans le cas des «*Junior High Schools*» où les degrés VII et VIII inclusivement sont distraits de l'enseignement primaire.

Degré intermédiaire.—Dans la Colombie Britannique, le troisième livre de lecture (ou degrés V et VI) de l'enseignement primaire et la troisième année des degrés de haute école.

Degrés scolaires.—La subdivision du travail dans les écoles ordinaires, les degrés élémentaires étant, dans la plupart des provinces, les huit premiers, et les degrés secondaires ceux numérotés de IX à XII.

Degrés secondaires.—Les degrés scolaires au-dessus du degré VIII, embrassant ordinairement les degrés IX à XII.

Département de l'instruction publique.—Le corps administratif chargé de l'instruction publique; dans Québec, le département n'est pas sous la direction immédiate du gouvernement provincial, mais le secrétaire provincial sert de trait-d'union entre ces deux organes; dans les autres provinces il forme l'un des ministères du gouvernement provincial.

Définition des termes—Suite.

District scolaire.—Dans toutes les provinces, à l'exception de la Nouvelle-Ecosse, Québec et Ontario, la plus petite unité scolaire administrative gouvernée par une commission scolaire (on l'appelle «section» dans la Nouvelle-Ecosse et Ontario); en ce qui concerne la Nouvelle-Ecosse, voir ci-dessus au mot «Commissaires de district»; dans Ontario, ce terme signifie un district de haute école; dans Québec, c'est une subdivision de la municipalité scolaire, laquelle tient lieu du district des autres provinces.

District mineur.—Terme autrefois employé dans l'Île du Prince-Edouard pour désigner un district scolaire dans lequel le nombre des écoliers inscrits et le niveau de leur fréquentation scolaire étaient insuffisants pour justifier l'allocation du gouvernement à l'instituteur.

District municipal.—Voir «Commissaires de district».

District pauvre.—Au Nouveau-Brunswick, un district scolaire qui ne peut exister qu'avec l'aide d'une allocation spéciale du gouvernement.

Division scolaire.—En Colombie Britannique, l'une des classes d'une école.

Ecole.—Dans la Nouvelle-Ecosse, le Nouveau-Brunswick et la Saskatchewan, une classe dirigée par un instituteur; dans les autres provinces l'école proprement dite, prise dans son sens abstrait.

Ecole à classes multiples.—Une école ayant plus d'une classe ou plus d'un instituteur.

Ecole assistée.—Dans la Colombie Britannique, une école dont l'instituteur est payé entièrement par la province.

Ecoles de jour, sous le contrôle administratif, ordinaires ou générales.—C'est ainsi que l'on désigne dans ce rapport (le mot écoles «générales» est employé dans les rapports de la Nouvelle-Ecosse), toutes les écoles de jour enseignant les matières des écoles ordinaires (écoles maternelles et degrés I à XII) et placées sous le contrôle du département de l'Instruction publique, pour les distinguer d'une part, des écoles techniques, des écoles spéciales et des écoles du soir placées sous le contrôle administratif et, d'autre part, des écoles privées ou indépendantes; ces termes englobent toutes les écoles primaires publiques de Québec et les écoles publiques, séparées et secondaires d'Ontario, de la Saskatchewan et des autres provinces où ces termes sont usités.

Ecole de première classe.—Dans l'Île du Prince-Edouard, une école à classes multiples organisée au point de vue du personnel et du matériel, de manière à enseigner aussi bien les matières de haute école que le programme primaire.

Ecole élémentaire.—Ecole organisée pour enseigner les matières du programme élémentaire.

Ecoles générales.—Voir «écoles du jour, etc.».

Ecole indépendante.—Dans Québec, une école n'étant pas sous le contrôle direct du département de l'Instruction publique. Les écoles primaires indépendantes, de même que les écoles placées sous le contrôle administratif se divisent en élémentaires, modèles et académies.

Ecole intermédiaire.—Au Manitoba, une école à classes multiples possédant un instituteur enseignant les matières de haute école.

Ecole maternelle primaire.—Dans Ontario, une école ou classe combinant les caractéristiques de l'école maternelle et de l'école primaire.

Ecole modèle.—Dans Québec, c'était autrefois une école organisée pour l'enseignement des matières primaires jusques et y compris la sixième année dans les écoles catholiques et la neuvième année dans les écoles protestantes. On l'appelle maintenant «école intermédiaire». Dans Ontario, on emploie ce terme en deux sens différents: (1) une école normale dont les élèves obtiennent des diplômes d'instituteur de troisième classe (2) une école mise à la portée des normaux pour qu'ils se familiarisent avec la pratique pédagogique. Dans toutes les autres provinces c'est cette dernière signification qui est donnée.

Ecole primaire.—Dans Québec, c'est le nom donné aux écoles ordinaires de jour sous le contrôle du département de l'Instruction publique, ainsi qu'à certaines écoles indépendantes; ce terme est employé par opposition à école secondaire, école spéciale et école supérieure (université), mais les écoles secondaires de cette province ne sont pas exactement identiques à celle des autres provinces et les écoles primaires correspondent aux écoles générales des autres provinces.

Ecole publique.—Dans Ontario, l'école primaire de la majorité sous le contrôle des la province, par opposition à l'école séparée sous le contrôle de la province; dans la plupart des autres provinces on appelle écoles publiques celles qui sont placées sous le contrôle immédiat du gouvernement, pour les distinguer des écoles particulières ou privées.

Définition des termes—Fin.

- Ecoles rurales municipales.*—Dans la Colombie Britannique, des écoles, fusionnées ou non, mais réunies sous l'administration d'une commission municipale unique, au lieu d'avoir chacune leur commission des syndics, ainsi que cela se pratique dans Québec. Il existe également au Manitoba un certain nombre de districts de cette nature.
- Ecoles secondaires.*—Dans la plupart des provinces, des écoles où l'on dispense l'enseignement secondaire; dans Québec, ce terme s'applique exclusivement aux collèges classiques et autres institutions indépendantes où l'on donne le cours classique, lesquels ne sont pas sous le contrôle du gouvernement.
- Ecole séparée.*—Dans l'Ontario, la Saskatchewan et l'Alberta, on appelle ainsi l'école d'une minorité religieuse placée sous le contrôle administratif; dans Québec, la même école est appelée école des syndics, pour la distinguer de l'école des commissaires qui est celle de la majorité, cette dernière étant soit catholique, soit protestante, selon le cas.
- Ecoles spéciales.*—Ecoles autres que les écoles générales, mais d'un degré inférieur à l'enseignement supérieur, telles que les écoles du soir, les écoles techniques, etc.
- Ecole supérieure.*—Dans Québec, une école consacrée à l'enseignement supérieur. Au Nouveau-Brunswick¹, une école destinée à l'enseignement des matières de haute école, gratuite et accessible à tous les enfants d'âge scolaire d'une paroisse. Dans la Colombie-Britannique, une école où l'on enseigne les matières de l'enseignement primaire supérieur et de deux classes de haute école.
- Ecole technique.*—Une école se consacrant exclusivement à l'enseignement pratique des arts et métiers; des travaux manuels, etc.
- Fusion ou centralisation.*—L'union en une seule institution enseignante de plusieurs écoles rurales ou bien d'écoles rurales et d'école de ville ou de village, soit parce que ces écoles sont individuellement trop petites ou trop pauvres, soit dans le but de créer une école à classes multiples et d'obtenir certains avantages, tels que le transport des écoliers, etc. Quelquefois, la fusion n'est pas nécessairement complète. Le district original peut être un «grand district», possédant une école à classes multiples ainsi que le moyen d'y transporter les enfants.
- «High Schools»*—Dans toutes les provinces, une école possédant au moins un instituteur de l'un ou l'autre sexe, consacrant la plupart de son temps à l'enseignement des matières au-dessus de la classe VIII. «Pure High School» est une institution où l'on ne professe aucune des matières au-dessous de celles du degré IX (ou du degré VIII, avec sujets de haute école, tels que algèbre, latin, etc.)
- Inspecteur.*—Dans toutes les provinces, à l'exception de Québec et l'Ontario, un fonctionnaire nommé par les gouvernements provinciaux pour inspecter les écoles d'une circonscription délimitée. Dans l'Ontario, les inspecteurs de comtés ou de cités sont nommés par les conseils, qui paient la moitié de leur traitement; dans les régions inorganisées les inspecteurs sont nommés et payés par la province; il en est de même des inspecteurs de l'enseignement secondaire et des inspecteurs en chef. Dans Québec, l'inspecteur est nommé et payé par le département de l'Instruction publique.
- Institut collégial.*—Dans l'Ontario, le Manitoba et la Saskatchewan, une haute école proprement dite ou une école technique qui s'est élevée à un certain degré d'excellence, tant au point de vue du personnel que du matériel scolaire; dans les autres provinces un «collège».
- Salle de classe.*—Au Nouveau-Brunswick, un petit local contigu à la salle de classe où l'on envoie de temps à autre les élèves spécialement confiés aux soins du sous-maître. Dans les autres provinces, la classe elle-même.
- Section pauvre.*—Existe en Nouvelle-Ecosse, avec la même signification que le district pauvre dont il est parlé plus haut.
- Section scolaire.*—Terme usité en Nouvelle-Ecosse et dans l'Ontario dans le même sens que *district* scolaire plus haut défini.
- Surintendant.*—Un instituteur expérimenté nommé par la commission scolaire d'une cité et à qui est confié la haute direction de toutes les écoles administrées par cette commission. Il remplit les fonctions de conseiller de la commission; il joue le même rôle pour l'ensemble des écoles que le principal dans son école.
- Syndic officiel.*—Un syndic spécialement nommé pour solutionner les difficultés extraordinaires qui peuvent se présenter dans un district scolaire ou bien pour remplacer la commission scolaire lorsque celle-ci refuse ou néglige de remplir les devoirs que lui imposent les lois scolaires.

Âge de l'entrée facultative aux écoles

(1) *Ile du Prince-Edouard*.—Les enfants du district scolaire de 6 à 16 ans; les enfants plus âgés s'il y a de la place.

(2) *Nouvelle-Ecosse*.—Les syndics d'école doivent prendre les mesures nécessaires pour recevoir dans les écoles tous les enfants du district, âgés de plus de 5 ans, qui se présentent.

(3) *Nouveau-Brunswick*.—Les syndics d'école doivent prendre les mesures nécessaires pour recevoir dans les écoles tous les enfants du district âgés de 6 à 20 ans; les autres enfants sont admis s'il y a de la place.

(4) *Québec*.—Généralement de 7 à 16 ans dans les écoles primaires, mais une contribution est presque toujours exigée et les enfants de 7 à 14 ans doivent payer cette contribution, qu'ils fréquentent l'école ou non.

(5) *Ontario*.—Les enfants de 5 à 21 ans sont admis gratuitement aux écoles publiques (sauf ceux dont les parents paient leurs taxes à l'école séparée); les écoles séparées sont gratuites à l'usage de ces derniers.

(6) *Manitoba*.—Tous les enfants d'un district scolaire rural de 5 à 21 ans et d'un district scolaire urbain de 6 à 21 ans ont le droit d'exiger une place à l'école.

(7) *Saskatchewan*.—Dans les districts ruraux et les villages, entre 5 et 21 ans; dans les villes et les cités entre 6 et 21 ans.

(8) *Alberta*.—Tous les enfants sont admis dans les écoles dès qu'ils ont atteint l'âge de 6 ans.

(9) *Colombie-Britannique*.—Les écoles doivent recevoir tous les enfants âgés de 5 à 16 ans.

Scolarité obligatoire

(1) *Ile du Prince-Edouard*.—De 7 à 13 ans inclusivement; la fréquentation mensuelle doit atteindre 60 p.c. de la durée de l'ouverture des classes.

(2) *Nouvelle-Ecosse*.—De 7 à 14 ans dans les écoles rurales; de 6 à 16 ans dans les villes et les cités. Les enfants de ces âges doivent fréquenter régulièrement les écoles, soit rurales, soit urbaines, et doivent fournir une justification lorsque leur absence dure cinq jours; les parents et tuteurs, outre les amendes auxquelles ils s'exposent, peuvent voir ajouter à leurs taxes 2 cents par jour d'absence, afin d'indemniser la section de la réduction de son allocation, à laquelle l'expose l'absence de ces élèves.

(3) *Nouveau-Brunswick*.—(Sur résolution des syndics, mais la question doit être tranchée à chaque réunion annuelle), de 7 à 12 ans, ou bien jusqu'au degré VII; à St-John, Chatham et Newcastle, de 6 à 14 ans; fréquentation, 80 jours entiers. La commission scolaire peut interdire le travail des enfants de moins de 16 ans.

(4) *Québec*.—L'école n'est pas obligatoire.

(5) *Ontario*.—

(a) Les enfants de 8 à 14 ans doivent aller à l'école chaque jour sans exception; entre 5 et 8 ans, l'école est facultative, mais ceux qui se sont faits inscrire doivent assister assidûment aux classes pendant toute l'année scolaire.

(b) Les adolescents de 14 à 16 ans qui n'ont pas poussé leurs études jusqu'à la préparation à l'admission dans une université sont tenus à la fréquentation quotidienne de l'école; ceux qui en sont exemptés, en raison de circonstances qui les obligent à travailler, doivent fréquenter l'école pendant au moins 400 heures par an, dans les municipalités ayant organisé des cours à leur usage. Cette disposition est en vigueur depuis septembre 1921. En septembre 1922, les municipalités urbaines ayant une population de 5,000 âmes ou plus, seront obligatoirement tenues d'organiser des classes spécialement dans ce but.

(c) Les adolescents de 16 à 18 ans qui n'ont pas fréquenté l'école régulièrement jusqu'à l'âge de 16 ans et qui n'ont pas poussé leurs études jusqu'à l'admission à l'université doivent fréquenter l'école pendant 320 heures par an. Cette loi entrera en vigueur en septembre 1923.

(6) *Manitoba*.—Tous les enfants de 7 à 14 ans qui n'ont pas encore atteint la fin de leurs études doivent assister régulièrement à l'école. Tout élève de plus de 14 ans, s'il est inscrit, ne peut s'absenter de l'école. Un enfant de plus de 12 ans peut être exempté pendant six semaines par an, pendant lesquelles il peut travailler. Sauf cette exception, il est interdit de faire travailler les enfants de moins de 14 ans. La commission scolaire d'un district, possédant un fonctionnaire spécialement chargé de surveiller l'assiduité, peut obliger les enfants à aller à l'école jusqu'à l'âge de 15 ans.

(7) *Saskatchewan*.—Tous les enfants de 7 à 15 ans, qui n'ont pas dépassé le degré VIII, doivent fréquenter l'école sans interruption. Le travail des enfants de moins de 15 ans est interdit. Les sourds-muets de 8 à 15 ans doivent fréquenter une institution au moins sept mois par an.

(8) *Alberta*.—Tous les enfants de 7 à 15 ans, doivent fréquenter l'école sans interruption.

(9) *Colombie-Britannique*.—Tous les enfants de 7 à 14 ans inclusivement, doivent fréquenter l'école sans interruption pendant l'année scolaire.

Année scolaire et vacances

Ile du Prince-Edouard.—Du premier juillet au 30 juin; financièrement, à Charlottetown et Summerside, année civile ou de calendrier. A Charlottetown et Summerside (et dans les autres villes qui peuvent adopter cette mesure) les vacances sont de huit semaines en été et d'une semaine en décembre. Ailleurs, les vacances d'été durent six semaines et commencent le premier juillet, à quoi viennent s'ajouter 2 semaines en octobre et une semaine en décembre. Toutefois, au choix du district, il peut y avoir 3 semaines en mai, 3 semaines en octobre et 1 semaine soit en juillet, soit en décembre.

Nouvelle-Ecosse.—Du premier août au 31 juillet. Les vacances d'été durent à peu près 8 semaines en juillet et août (mais avec le consentement de l'inspecteur, les syndics d'école peuvent placer ces vacances en janvier et février), plus 2 semaines commençant le samedi qui précède Noël.

Année scolaire et vacances—Fin.

Nouveau-Brunswick.—Du premier juillet au 30 juin, avec des vacances d'été de 8 semaines commençant le premier juillet et des vacances d'hiver de 2 semaines commençant le samedi qui précède Noël.

Québec.—Du premier juillet au 30 juin. Les règlements du comité catholique exigent que les écoles soient fermées chaque année du premier juillet au premier lundi de septembre; les règlements du comité protestant, du premier juillet au 15 août, mais dans la pratique, les écoles ouvrent au commencement de septembre.

Ontario.—Dans les écoles publiques et dans les écoles séparées, l'année scolaire se divise en deux semestres, du premier septembre au 22 décembre et du 3 janvier au 20 juin; dans l'enseignement secondaire (hautes écoles et instituts collégiaux) l'année scolaire est la même, si ce n'est que ces écoles s'ouvrent le premier mardi de septembre. Il existe, de plus, une semaine de vacances après Pâques. Les statistiques relatives aux écoles publiques et aux écoles séparées, que l'on trouvera dans ce rapport, sont basées sur les deux semestres qui constituent l'année de calendrier, tandis que celles concernant les écoles secondaires les écoles normales, les écoles techniques, etc., couvrent l'année commençant en septembre.

Manitoba.—Du premier juillet au 30 juin, avec les vacances suivantes:

(a) Pâques—la totalité de la semaine commençant le jour de Pâques.

(b) Mi-été—du premier juillet au troisième lundi d'août, ces deux jours inclus, ou bien, par résolution spéciale de la commission scolaire, jusqu'au premier jour de septembre.

(c) Noël—du 24 décembre au 2 janvier, ces deux jours inclus.

Saskatchewan.—Financièrement, année de calendrier; statistiquement, du premier juillet au 30 juin, (toutefois, jusqu'en 1920, les statistiques couvrent l'année de calendrier).

Vacances—dans les villages et les districts ruraux, au moins 7 semaines par an, dont une partie, variant entre 1 et 6 semaines, doit être en été; les vacances d'été se placent entre le premier juillet et le premier octobre et celles d'hiver entre le 23 décembre et le 15 février. Dans les villes et les cités, au moins 7 semaines, dont 6 semaines à partir du 2 juillet et 9 jours à partir du 23 décembre dans écoles ouvertes l'année entière une semaine suivant Pâques.

Alberta.—Financièrement, année de calendrier; statistiquement, du premier juillet au 30 juin. (Toutefois, jusqu'en 1920, les statistiques couvraient l'année de calendrier).

Vacances—dans les districts ruraux, de 7 à 10 semaines; les vacances d'été se placent entre le 15 juin et le premier septembre, celles d'hiver entre le 24 septembre et le 2 janvier. Dans les cités et les villes, de huit à douze semaines.

Colombie-Britannique.—Du premier juillet au 30 juin. Vacances d'été depuis le dernier vendredi de juin jusqu'au mardi qui suit immédiatement la Fête du Travail. Vacances d'hiver, 2 semaines précédant le premier lundi de janvier; vacances de Pâques, 4 jours suivant le lundi de Pâques.

1ère PARTIE—L'INSTRUCTION PUBLIQUE AU CANADA PENDANT L'ANNÉE 1922

CHAP. I.—RÉSUMÉ GÉNÉRAL

(1) LOCAUX SCOLAIRES ET PERSONNEL ENSEIGNANT

La population scolaire du Canada est de 2,100,000 âmes, ou près d'un quart de sa population totale. De cette gent écolière, environ 100,000 enfants sont dans des écoles privées, dont 55,000 dans des écoles subventionnées par l'Etat sans être sous son contrôle; plus de 60,000 dans les collèges et universités; 13,000 dans les écoles indiennes qui sont maintenues partie par le gouvernement et partie par les organisations religieuses; 9,000 dans les écoles normales; 1,600 dans les écoles pour aveugles et pour sourds; 80,000 dans des classes ou écoles d'apprentissage sous le contrôle de l'Etat et 1,860,000 dans les écoles ordinaires du jour sous le contrôle administratif.

Des 1,860,000 fréquentant les écoles sous le contrôle administratif, et des 55,000 se trouvent dans des écoles privées partiellement subventionnées; environ 590,000 sont dans les 62 plus grandes cités ou villes du pays; 555,000 dans d'autres écoles à classes multiples, dont 114,000 dans des écoles rurales centralisées, tandis que 770,000, ou environ 40 p.c. du total, sont dans des écoles à classe unique et, pour la plupart, dans les districts ruraux.

Ces 1,900,000 enfants des écoles publiques, ou des écoles indépendantes subventionnées sont répartis dans 51,000 salles de classe, où l'enseignement est donné, à une époque ou à l'autre de l'année, par 60,000 instituteurs et institutrices, la proportion des instituteurs quant aux institutrices étant de un à cinq. Comme les 51,000 classes représentent le nombre d'instituteurs enseignant en même temps (sauf pour les instituteurs qui n'ont pas charge d'une salle de classe) il doit y avoir eu environ 10,000 changements au cours de l'année. Il faut aussi se rappeler que le nombre d'élèves est quelque peu grossi par le fait que quelques enfants ont changé de localité au cours de l'année et ont été comptés plus d'une fois dans les inscriptions scolaires. Il n'y a pas de doute que ces cas sont plus nombreux dans les provinces nouvelles et qui se développent rapidement, que dans les vieilles provinces où la population est plus sédentaire.

La moyenne des 1,900,000 par classe est de 37, mais comme il y a dans les districts ruraux peu peuplés un grand nombre d'écoles à classe unique où le nombre d'élèves varie de 3 à 15, il n'est pas exagéré de dire que la moyenne des classes est de 40 élèves, et cela sous certaine réserve, car dans les centres urbains la tendance est plutôt à l'augmentation du nombre d'élèves dans une classe, et dans les écoles à classes multiples, il est d'environ 45; aussi, parce qu'il y a un plus grand nombre d'enfants dans les classes des tout petits que dans celles des plus âgés.

La moyenne de fréquentation de ces 1,900,000 enfants a été de 140 jours sur une année scolaire de 200 jours. Il serait peut-être plus explicite de dire qu'environ la moitié des enfants ont assisté à l'école moins de 135 ou 140 jours, et que l'autre moitié a dépassé cette période tandis qu'environ un sixième a fait moins de trois mois.

(2) PROGRÈS DE L'ANNÉE

L'année 1922 montre sur les précédentes une amélioration dans pratiquement toutes les phases de la vie scolaire qui se prêtent à l'analyse statistique. Il a été inséré dans ce travail un certain nombre de tableaux historiques pour illustrer la tendance du mouvement pédagogique. Il convient de mentionner parmi ces derniers les tableaux d'inscriptions et de moyennes de fréquentation depuis qu'il est tenu compte de ces données, jusqu'à nos jours, pages 84 et 87; les tableaux de recettes et déboursés, page 137 à 141; un tableau montrant l'inégalité numérique entre garçons et filles dans les degrés secondaires, page 112; un tableau montrant par province d'où viennent les élèves des degrés secondaires et leur destination probable, page 111. L'étude de ces tableaux justifie la conclusion que le désir de s'instruire est de plus en plus grand chaque année, puisque l'augmentation de la gent écolière est beaucoup plus rapide que celle de la population, ou que les moyens de s'instruire sont maintenant beaucoup plus effectifs et ont placé l'instruction mieux à la portée de toutes les classes sociales, ou, en d'autres termes, que l'outillage pour la protection de l'enfant devient de plus en plus puissant. Il est plutôt probable que l'augmentation de la population scolaire est due aux effets combinés de ces trois causes. La même chose peut être dite de ce trait si important de la pédagogie, peut-être le plus important, la régularité de la fréquentation. Le tableau des moyennes de fréquentation quotidienne ne reflète guère la régularité, parce qu'il prend sur le même pied les écoles qui ont été ouvertes une partie de l'année seulement et celles qui l'ont été tout le temps; de plus, les moyennes conduisent

souvent à des conclusions erronées. Tout de même, ces moyennes sont les seuls chiffres sur lesquels on puisse se baser pour déterminer la régularité de fréquentation scolaire dans toutes les provinces, et c'est beaucoup mieux que rien. Des chiffres plus précis donnés par quelques provinces, tableau 61, aident à l'interprétation du tableau des moyennes de fréquentation et à prouver que l'amélioration de la moyenne est réellement une amélioration générale.¹

Le diagramme de la page 88 met les dépenses du gouvernement en regard de celles des contribuables. Ici, les courbes sont divergentes et les lignes s'éloignent; la plus grande participation des contribuables devrait indiquer que la masse du public s'intéresse de plus en plus à la cause de l'éducation.

Le tableau 61 montre que l'inégalité numérique entre garçons et filles dans les degrés secondaires ne devrait être que temporaire. Une des constatations frappantes de l'année scolaire 1921-22 montre à l'évidence que les jeunes gens reviennent à l'école. Par la progression d'année en année, il est facile de se rendre compte qu'il ne s'agit pas là d'une exception pour 1922, mais que, tout comme pour l'assiduité et les contributions, c'est une tendance bien affirmée dont les interruptions sont facilement expliquées, quand il s'en produit.

Le tableau 59 montrant la provenance des élèves des hautes écoles dans une province est particulièrement intéressant parce qu'il montre le nombre grandissant des enfants d'ouvriers bénéficiant de l'enseignement secondaire. Généralement, l'augmentation des inscriptions dans les degrés secondaires et supérieurs est beaucoup plus prononcée que dans les degrés inférieurs, et, dans les degrés élémentaires il y a presque *uniformité* dans le chiffre des inscriptions. Ceci n'aurait pas grande signification si la population était stationnaire et s'il n'était pas reconnu que les écoles recrutent chaque année un plus grand nombre de débutants. Par exemple, le fait que d'année en année, le coefficient d'augmentation du degré I est plus faible que celui du degré VIII est l'indication d'un grand progrès. Cela peut signifier que le degré I et les autres degrés inférieurs ne reçoivent plus de nouveaux élèves alors que les degrés plus élevés sont renforcés par le retour de ceux qui ont passé un ou deux ans hors de l'école, à cause de la guerre; ou pour d'autres raisons, ou tout simplement des élèves du degré VIII forcés de répéter leur année vu la sévérité extraordinaire des examens de l'été précédent; ou le résultat de très nombreuses promotions du degré VII au cours de l'année; ou encore un dédoublement dû au fait que nombre d'élèves ayant commencé leur année dans le degré VIII d'une école rurale, l'ont terminée dans une école urbaine. La première possibilité est éliminée par le fait que les inscriptions générales augmentent rapidement, et par ce que les provinces tiennent note du nombre de débutants chaque année, lesquels augmentent aussi rapidement. Dans la Nouvelle-Ecosse, par exemple, il a été observé au cours de 1921-22: (1) que le nombre de commençants dans le degré I était beaucoup plus considérable que l'année précédente; (2) qu'il y avait diminution dans le nombre de ceux qui devaient répéter leur année dans le degré I; (3) qu'il y avait une forte augmentation dans les degrés plus avancés; (4) qu'il y avait dans le total des inscriptions une augmentation de 5,000, ou de 5 pour cent. L'élévation du coefficient d'augmentation dans les degrés supérieurs doit donc être considérée comme une amélioration marquée. D'autre part, comme la progression est constante et égale de degré en degré, il est pratiquement impossible que le coefficient d'augmentation dans le degré VIII soit dû à la répétition de l'un quelconque des degrés inférieurs.

On trouve ce qui est peut-être la plus grande preuve de progrès dans une observation qui échappe à l'expression statistique. Le grand nombre d'entrées aux écoles normales et les nombreuses inscriptions aux écoles d'été pour instituteurs démontrent que la nécessité d'employer des maîtres ou maîtresses peu qualifiés est à peu près disparue. Le pliant, encarté à la page 128 montrant les conditions régissant l'obtention des diplômes, est une indication que la tendance est à rehausser au niveau du certificat du degré XI, ou à l'équivalent de la matriculation universitaire, les qualifications requises pour le certificat de la dernière classe. Il y a aussi tendance à prolonger le stage de formation professionnelle. Cette formation a été remodelée pour bien s'adapter aux besoins nouveaux créés par l'introduction de l'hygiène scolaire, des travaux manuels, des sciences ménagères, des classes spéciales de la préparation à l'apprentissage, etc., dans le cours ordinaire.

(3) MANIFESTATIONS SOCIOLOGIQUES

Parmi les problèmes scolaires autour desquels se concentrent toutes les énergies des éducateurs, il y a les retards sous toutes les formes; l'hygiène scolaire sous ses aspects physiques, mental et moral; et l'organisation de l'école rurale. Le lecteur trouvera plus loin, dans la revue de l'enseignement dans chaque province, une courte esquisse historique des efforts faits dans ce sens jusqu'à maintenant. Les statistiques de l'hygiène scolaire, couvrant l'inspection médicale, les classes spéciales et les terrains de jeux, se trouveront page 120, et un sommaire du travail de comité canadien de l'hygiène mentale, page 56. L'importance du problème des retarda-

¹N.B.—En fait, l'augmentation montrée dans la moyenne de fréquentation quotidienne est en-dessous de l'augmentation réelle pour deux raisons: le nombre d'écoles restant ouvertes toute l'année est plus grand que par les années passées, de sorte que la moyenne quotidienne basée sur le nombre de jours pendant lesquels les écoles étaient ouvertes veut maintenant dire plus qu'autrefois; il est en même temps vrai qu'un faible pourcentage d'augmentation dans la moyenne de fréquentation quotidienne n'a d'importance qu'en autant, non pas que toute la population écolière a été un peu plus assidue qu'antérieurement, mais que toute une catégorie d'élèves, fréquentant l'école pendant une période décidément trop courte, s'améliorent d'une manière appréciable. Comme exemple: en 1904, la fréquentation moyenne d'une province était de 55-8 pour cent de l'inscription, et en 1922, elle était de 69-5. Cette amélioration de 14 pour cent en 18 ans est très considérable, mais elle ne laisse pas discerner à première vue toute sa valeur. Avant 1904, plus de 42 pour cent des élèves allaient à l'école moins de 100 jours—une période insuffisante—alors que 34 pour cent seulement y allaient pendant 150 jours ou plus, ce qui peut être considéré comme satisfaisant. En 1922, environ 25 pour cent ont eu moins de 100 jours de présence, alors que plus de 55 pour cent ont dépassé 150 jours.

taires devient évidente à l'étude des tableaux de classification par âge, degré et sexe, pages 89 à 107. Le tableau 13 est d'intérêt tout particulier parce qu'il donne par âge et degré la distribution de près d'un million d'enfants des écoles publiques et privées, soit environ la moitié des élèves de toutes les écoles ordinaires du Canada; les tableaux séparés, page 103 donnant la division par sexe d'environ 400,000 enfants, sont également intéressants. Dans un sens, ces tableaux sont les plus importants de ce rapport statistique parce qu'ils donnent pour la première fois un aperçu, couvrant tout le pays, de l'avancement des élèves à des âges déterminés. Dans ce tableau on a eu le soin de tenir compte de la date à laquelle les statistiques étaient colligées et afin d'éliminer les écarts qui pouvaient surgir du fait que les unes dataient du commencement de l'année et les autres de la fin, de sorte que les différences dues à la date des rapports originaux sont à peu près effacées, et ne sont pas plus grandes entre différentes provinces, qu'entre différentes parties d'une province. La répartition par âges n'offre pas autant de différences entre deux provinces que la même répartition entre les villes et les campagnes d'une même province; de sorte que, en établissant des moyennes pour tout le Canada, on ne s'expose pas à mettre ensemble des unités dissimilables. D'autre part, les nombres sont si grands qu'il est possible de rechercher quelles lois régissent la distribution. On ne peut déterminer jusqu'où la distribution à un certain âge est affectée par la vigueur ou la faiblesse mentale des enfants avant d'avoir pesé certains autres facteurs, dont les plus importants sont l'assiduité et l'âge des débuts à l'école. Le premier de ces facteurs est exposé dans le tableau 5 à 8 donnant le nombre de jours de fréquentation dans toutes les provinces fournissent ce renseignement. L'âge auquel les enfants entrent à l'école, d'après les observations obtenues sur 50,000 commençants, serait comme suit: (Une moitié des enfants de six ans sont supposés avoir 6½ ans, ou être plus près de leur 7ième anniversaire que de leur 6ième; 6½ et 7 ans sont pris comme les âges normaux.)

Pourcentage de ceux qui commencent avant l'âge de 6½ ans.....	28
Pourcentage de ceux qui commencent entre 6½ et 7 ans dont 17 pour cent ont 6½ ans.....	52
Pourcentage de ceux qui commencent à l'âge de 8 ans.....	12
Pourcentage de ceux qui commencent à l'âge de 9 ans.....	4-5
Pourcentage de ceux qui commencent à l'âge de 10 ans.....	1-7
Pourcentage de ceux qui commencent à l'âge de 11 ans.....	0-9
Pourcentage de ceux qui commencent à l'âge de 12 ans.....	0-4
Pourcentage de ceux qui commencent à l'âge de 13 ans ou plus.....	0-5

Par le tableau 12, page 92, on voit que sur 61,802 enfants de six ans, ou moins, 60,450 sont dans le degré I, ou à l'école maternelle, et, que des 151,523 enfants de sept ans, ou de moins sept ans, seulement 15,431, ou 10 pour cent ont passé le degré I, bien que 61,802 d'entre eux n'aient que six ans, ou moins, et que parmi ces derniers, 26,000 aient 6½ ans, ou 7 ans au prochain anniversaire. Si 28 pour cent commencent leurs classes avant l'âge de 6½ ans, 14 pour cent à l'âge de 6½ ans, et 35 pour cent à 7 ans, le tableau devrait montrer que la proportion des élèves de 7 ans (qui est l'équivalent de 7½ ans) dans les degrés supérieurs relativement au degré I devrait être de 45 à 35; c'est-à-dire que le degré I devrait avoir 44 pour cent des élèves âgés de 7 ans. Comme question de fait, il en a 83 pour cent, et les degrés supérieurs n'en ont pas plus qu'ils n'en pourraient avoir si aucun élève n'avait commencé ses classes avant 6½, ou 7 ans au prochain anniversaire. Par conséquent, il est difficile de croire que les enfants gagnent du temps en commençant leurs classes à très bas âge, sauf dans des cas exceptionnels. Mais les 35,000 en bas de 6½ font à peu près 4 pour cent du total des inscriptions. Comme il y a environ 51,000 salles de classe dans toutes les écoles ordinaires du Canada, ils occupent 2,080 salles de classe, et en moyenne absorbent 4 pour cent des dépenses totales, soit environ \$4,000,000.

Pour les âges de 7 à 13 ans, les degrés médians sont comme suit:

Age	Degré	Age	Degré
7	1-58	11	4-74
8	2-17	12	5-60
9	2-87	13	6-53
10	3-89		

En faisant une moyenne du degré médian pour tous les âges, nous obtenons le degré 4.50, ce qui nous conduit aux déductions suivantes qui méritent considération.

	RETARDATAIRES	AVANCÉS
1 an.....	150,140 ou 23-8 pour cent du total	122,534 ou 19 pour cent du total.
2 ans.....	62,596 ou 9-9 pour cent du total	41,206 ou 6-5 pour cent du total.
3 ans ou plus.....	26,072 ou 4-1 pour cent du total	14,551 ou 2-3 pour cent du total.
Total.....	238,808 ou 37-8 pour cent du total	178,291 ou 28-2 pour cent du total.

Il est extrêmement douteux que le nombre de ceux qui sont en retard de trois ans ait quelque rapport avec le nombre des élèves qui sont entrés à l'école trois ans plus âgés que les autres, ou que le nombre de ceux qui sont trois ans en avance soit affecté par ceux qui sont entrés très jeunes. Les retards dépassent les avances de 10 pour cent du total, ou de 34 pour cent des avances, et les retardataires de trois ans ou plus sont presque deux fois aussi nombreux que les avancés de trois ans ou plus. Cela n'est probablement pas dû autant au fait que les enfants dont l'intelligence est inférieure à la moyenne sont plus nombreux que ceux qui dépassent la moyenne, mais plutôt au fait que les enfants d'une intelligence au-dessus de la moyenne sont toujours les premières victimes de toutes les conditions qui leur sont inadéquates.

Il y a une remarquable uniformité d'âges des débuts scolaires entre les différentes provinces, et les différences entre les âges sont à peu près égales. Ainsi, la compilation d'une province qui manquait, et qui est arrivée en retard d'un an, a donné des résultats qui étaient presque exactement semblables. Ceci permettrait de conclure que 30 pour cent des enfants entrent à l'école à l'âge de 6½ ans; 50 pour cent, entre 6½ et 7 ans; 12 pour cent à 8 ans; 4 pour cent à 9 ans et 4 pour cent à 10 ans ou plus.

CHAPITRE 2—RÉSUMÉ PAR PROVINCES

ÎLE DU PRINCE-ÉDOUARD

Population scolaire.—En l'année 1922, les écoles et institutions d'enseignement de l'île du Prince-Édouard avaient, au total, 19,678 écoliers ou étudiants ainsi répartis: 18,323 dans 473 écoles primaires et secondaires (sans y comprendre 341 élèves du collège Prince of Wales), 166 dans les écoles d'agriculture et les écoles techniques, 230 dans les universités, 2 dans l'école pour les aveugles d'Halifax, 6 dans l'école pour les sourds d'Halifax, 75 dans les collèges commerciaux privés, 497 dans des écoles privées, tant élémentaires que secondaires et 38 dans les écoles indiennes. Ajoutons que 259 jeunes gens ou jeunes filles de l'île du Prince-Édouard fréquentaient des collèges et des universités situés dans d'autres provinces du Canada; ce qui porterait le total de la population scolaire de l'île du Prince-Édouard à 19,937, comparativement à 18,439 pour l'année précédente.

Écoles primaires et secondaires sous le contrôle administratif.—Les 18,664 écoliers—9,400 garçons et 9,264 filles—appartenant aux écoles primaires et secondaires peuvent être ainsi divisés: 11,753—5,952 garçons et 5,801 filles—dans 415 écoles primaires à classe unique; 6,570 dans les écoles primaires à classes multiples; enfin, 341 au collège Prince of Wales, qui est tout à la fois une institution d'enseignement secondaire et une école normale.

Moyenne d'assiduité.—La moyenne de fréquentation quotidienne dans les écoles primaires et secondaires, en excluant le collège Prince of Wales, atteignait 12,338, soit 67.4 p.c. des élèves inscrits. Les écoles primaires étaient fréquentées par 7,426 écoliers, soit 63.29 p.c. des élèves inscrits; les écoles primaires à classes multiples contribuent à cette moyenne pour 1,653 écoliers, soit 69.2 p.c. des inscriptions et les écoles de première classe pour 3,259 écoliers soit 78 p.c. des inscriptions. L'an dernier, les pourcentages correspondants étaient de 65.3 pour l'ensemble des écoles, 62.1 pour les écoles primaires, 67.6 pour les écoles à classes multiples et 73 pour les écoles de première classe.

Il résulte des chiffres du tableau de la page 84, le nombre des élèves inscrits n'avait jamais été aussi élevé qu'en 1922 (si nous exceptons 1914) depuis 1907; d'autre part, que ce pourcentage d'assiduité quotidienne n'avait jamais encore été atteint dans la province, puisqu'il dépasse de plus de 3 p.c. celui de l'année 1921, qui était jusqu'ici le meilleur; les progrès les plus remarquables ont été accomplis dans les écoles de première classe, mais les écoles rurales à classe unique présentent, elles aussi, une augmentation substantielle.

La Loi des Ecoles publiques de 1877 contient une disposition imposant péremptoirement aux enfants de 8 à 13 ans, l'obligation de fréquenter l'école pendant au moins 12 semaines durant l'année, dont six semaines consécutives; d'autre part, si, dans un district scolaire, la moyenne de fréquentation n'atteint pas au moins 50 p.c. des enfants d'âge scolaire, l'allocation de la province, pour le traitement de l'instituteur, se trouve *ipso facto* réduite d'un montant proportionnel à ce déficit et les syndics d'écoles doivent récupérer cette somme au moyen d'une imposition frappant les familles des enfants manquants. En 1921, cette loi fut amendée en ce sens que le minimum d'assiduité moyenne est porté à 60 p.c. du nombre des enfants de 6 à 15 ans inclusivement. Un autre amendement passé en 1921 oblige les enfants de 7 à 13 ans à fréquenter l'école pendant au moins 60 p.c. de la durée de son ouverture, à moins qu'ils n'en soient spécialement exemptés.

Degrés—âge.—Les élèves des écoles ordinaires ont divisés en quatre échelons distincts, correspondant au degré d'avancement de leurs études; le premier échelon possédait 5,417 élèves; le deuxième 4,749, le troisième 4,433 et le quatrième 3,557. Il n'existe aucune statistique permettant de savoir combien d'entre eux suivaient les cours de haute école, mais il est permis de supposer qu'environ la moitié des élèves du quatrième échelon était dans ce cas. Les 341 élèves du collège Prince of Wales, où l'on dispense l'enseignement secondaire, doivent tous être placés dans cette catégorie, à l'exception toutefois, de ceux de troisième année qui sont admis dans les universités en troisième année de lettres, s'ils occupaient un bon rang au collège.

Au cours de l'année 1921-22, une nouvelle édition du programme des études était publiée; les travaux des élèves s'y trouvent divisés en dix degrés, huit d'enseignement primaire et deux d'enseignement secondaire. Les statistiques basées sur cette nouvelle division des études présenteront un grand intérêt et l'on espère en trouver les éléments dans les rapports futurs du département.

Le certificat d'études a été institué en 1920; il a pour but de constater les progrès accomplis par les élèves dans les huit premiers degrés.

Personnel enseignant.—En 1922, il se composait de 611 personnes, dont 122 instituteurs et 489 institutrices; 415 d'entre eux enseignaient dans les écoles à classe unique et 196 dans les écoles à classes multiples. La moyenne de leur traitement s'établissait à \$533.00, soit une augmentation de \$7 sur l'année précédente.

Formation des instituteurs.—C'est au collège Prince of Wales que se donne l'enseignement pédagogique, concurremment avec les études académiques; chaque étudiant de première année est tenu de suivre ces cours; en 1922, il y avait 215 étudiants de première année.

A l'instigation de l'Association des Instituteurs et à la suite de conférences entre des syndics d'école et des éducateurs, une nouvelle organisation, connue sous le nom de «l'Association éducative de l'île du Prince-Édouard», a été fondée.

Ecoles rurales.—On a déjà vu que le nombre des élèves des écoles à classe unique était de 11,753, répartis entre 415 écoles, lesquelles étaient assidûment fréquentées par 7,426 écoliers ou 63.8 p.c. des élèves inscrits, comparativement à 74.7 p.c., soit plus de 35 p.c. du total, dans les écoles à classes multiples. 148 de ces petites écoles n'avaient en moyenne pas plus de 15 élèves présents et 360 autres n'avaient que 10 élèves ou moins. Dans son rapport pour 1922, pages XXIII à XXVII, le directeur général de l'enseignement présente très clairement le problème des écoles rurales et suggère le moyen pratique de le résoudre. L'une de ces suggestions est de rediviser la province en sections moins nombreuses mais plus étendues.

Enseignement agricole et technique.—Ces deux enseignements dépendent d'une unique organisation, créée par la loi fédérale sur l'enseignement technique de 1919. Cette institution, maintenant dans sa troisième année, porte le nom de «Ecole technique et d'Agriculture de l'île du Prince-Edouard». Elle reçut pendant l'année 65 élèves à ses classes du jour et 107 à ses classes du soir, au lieu de 55 et 72 respectivement l'année précédente. Après avoir achevé deux années d'études, ces élèves sont maintenant admis en seconde année au Collège provincial d'Agriculture de la Nouvelle-Ecosse.

Le chapitre 5, 1921, lois de l'île du Prince-Edouard, place cette école sous la direction du commissaire de l'Agriculture, mais le directeur général de l'enseignement jouira d'un droit d'inspection et pourra également aider et conseiller le commissaire.

Les expositions scolaires prennent de plus en plus d'importance dans la province, 48 expositions de cette nature ayant eu lieu pendant l'automne de 1922; 255 écoles et environ 4,876 élèves y ont participé, exposant environ 17,074 objets. Les instituts féminins forment une organisation éducative qui n'est pas négligeable; à la fin de l'année, il en existait 61 possédant tous ensemble 1,400 membres.

Inspection médicale.—L'inspection médicale fut introduite dans les écoles de l'île du Prince-Edouard en 1921; cette année-là, 2,418 élèves appartenant à 20 écoles, furent inspectés par les infirmières de la Croix Rouge et des médecins locaux. Cette œuvre fut poursuivie activement en 1921-22; elle porta sur 119 écoles rurales et 3,515 élèves furent examinés, pesés et mesurés. Dans chaque cas, des fiches explicatives furent envoyées aux parents indiquant les déficiences dont souffraient les enfants et si, légères, elles pouvaient être corrigées par un traitement à domicile ou s'il était préférable de consulter le médecin de la famille. Les syndics d'école et les parents furent invités à assister à cette inspection et aux causeries faites aux enfants sur les habitudes d'hygiène; les résultats obtenus ont été fort appréciés. Dans de nombreux cas où les enfants devaient subir une opération, lorsque les parents ne pouvaient en payer le coût, des arrangements satisfaisants ont été faits soit avec l'hôpital soit avec des chirurgiens.

Enseignement supérieur.—Le collège Prince of Wales, dont les élèves de troisième année suivent des cours universitaires avait, en 1922, un plus grand nombre d'élèves que jamais auparavant. L'université St. Dunstan avait 230 étudiants.

Coût de l'instruction publique.—Il a été dépensé pendant l'année \$428,869, au lieu de \$396,768 en 1921; sur cette somme \$157,766 étaient fournis par les districts et \$271,103 par le gouvernement. Le coût par élève inscrit atteignit \$21.21, au lieu de \$20.80 en 1921 et par élève effectivement présent \$31.49, au lieu de \$31.82 en 1921.

NOUVELLE-ÉCOSSE

Sommaire de toutes les institutions.—Le total de toutes les inscriptions de l'année scolaire 1921-22 dans toutes les institutions d'enseignement de la Nouvelle-Ecosse a été de 127,517. Ce dénombrement comprend 114,229 inscriptions aux écoles générales; 352 au collège Normal; 738 dans les instituts pédagogiques; 7,086 dans les écoles d'agriculture, de commerce et d'autres spécialités, comprenant toutes les écoles du soir, mais non pas les cours universitaires; 372 dans les cours préparatoires des collèges et universités; 490 suivant des cours abrégés, spéciaux ou par correspondance, aux collèges ou universités; 1,390 dans les écoles privées, élémentaires ou secondaires; 698 dans les écoles commerciales privées; 127 à l'école des sourds; 174 à l'école des aveugles et 276 aux écoles des Indiens.

Ecoles générales—Inscriptions.—Des 114,229 élèves inscrits aux écoles ordinaires—(degrés I à XII), 72,091 peuplaient 1,551 écoles à classes multiples, et 42,200 formaient le contingent de 1,458 écoles à classe unique, ces dernières étant presque toutes dans des districts ruraux. De ces derniers, 6,000 étaient inscrits à 447 écoles de moins de 20 élèves; environ 21,000 à 716 classes ayant de 20 à 39 élèves et le reste, 15,000, appartenait à 253 classes de plus de 40 élèves. La moyenne du nombre d'élèves dans une classe des écoles rurales a été de 29, et, dans les écoles à classes multiples, de 46.

Moyenne de la fréquentation quotidienne.—La moyenne de la fréquentation quotidienne a été de 79,410, ou 65.5 p.c. des inscriptions, ce qui est le plus fort chiffre atteint jusqu'à date, et dépasse de 6,171 la moyenne de l'année précédente. Le total des jours de fréquentation des 114,229 élèves a été de 15,795,061 ce qui montre qu'en moyenne, chaque enfant a fréquenté les classes pendant 139 jours. Entre tous les élèves inscrits, 4,472 ont fréquenté l'école moins de 20 jours; 9,343 de 20 à 49 jours (c'est-à-dire que 12.1 p.c. ont fréquenté moins de 50 jours); 14,642, ou 12.8 p.c., de 50 à 99 jours; 22,862, ou 20 p.c., de 100 à 149 jours; 58, ou 51 p.c., de 150 à 199 jours, et 4,618, ou 4.1 p.c. 200 jours ou plus. Il est à noter que l'augmentation sur 1921

¹Inclus des élèves de l'I.P.-E., N.-B. et Terre-Neuve—Voir page 120.

est plus significative qu'elle ne la paraît à première vue ou à la simple comparaison des pourcentages de chaque année, qui sont respectivement de 69.8 et 66.9. L'augmentation vient d'une baisse de 81 par 1000 dans le nombre des élèves fréquentant l'école moins de 100 jours (ou environ 5 mois), et une avance de 111 par 1000 dans le nombre de ceux qui y sont allés pendant plus de 150 jours. En d'autres termes, il y a eu une baisse considérable dans le nombre de ceux qui ont fréquenté l'école pendant une période insignifiante, et une hausse dans le nombre de ceux qui l'ont fréquentée sérieusement. On verra plus loin, par le tableau 5 montrant les chiffres de la fréquentation depuis la Confédération, que cette augmentation n'est pas due au hasard ou à une cause accidentelle, mais est bien la continuation d'une tendance générale et qui va en s'accroissant. Comme la régularité de la fréquentation scolaire est probablement le facteur le plus important dans la détermination du progrès, les chiffres de 1922 sont très satisfaisants. Au point de vue financier, on constatera que les dépenses de 1922 excèdent de \$204,024 celles de 1921 qui dépassaient déjà celles de toutes les années antérieures, le coût par élève inscrit ayant été réduit de \$1.16 (de \$47.04 à \$45.92). La fréquentation moyenne de l'année ayant été de 79,410, au taux de \$47.04 par élève, comme en 1921, les dépenses de 1922 auraient été de \$92,126 plus élevées.

La progression dans l'assiduité scolaire, qui a été particulièrement prononcée depuis 1904 jusqu'à 1915, excepté pour deux brefs arrêts en 1907 et 1911, a été sérieusement affectée par la guerre et l'épidémie d'influenza qui, en 1919, ont ramené le chiffre de la fréquentation à son niveau de 1910. La reprise s'est cependant faite avec une rapidité qui est sans parallèle dans le domaine scolaire de la province, sauf peut-être dans l'augmentation du nombre d'élèves dans les degrés secondaires (spécialement les garçons). Une analyse de la moyenne de l'assiduité montre que cette augmentation est plus importante qu'elle ne la paraît à première vue. Pour cela il suffit de consulter le tableau montrant la durée individuelle de fréquentation.

Répartition par âge et degré.—Bien qu'il y ait une augmentation de 5,000 dans le nombre d'élèves inscrits dans les écoles ordinaires de jour sous le contrôle administratif, et bien qu'il y ait eu un excédent de plus de 1,000 débutants (voir tableau 15) sur 1921, on constate cependant une diminution de 3,931 dans le degré I, provenant d'un plus petit nombre de ceux qui doublent leur degré I. Il n'est pas illogique d'associer une partie de cette baisse du nombre de ceux qui répètent le degré I à la vive décroissance du nombre de ceux qui ont donné moins de 100 jours d'assiduité, et à la forte croissance du nombre de ceux qui ont donné plus que 160 jours. A cette diminution, les garçons ont contribué pour 1,787, et les filles, pour 1,244. Une analyse de l'augmentation de 4,746 démontre qu'après une déduction de 3,031 dans le nombre de ceux qui doublent le degré I, ce qui est déjà un progrès, l'augmentation réelle dans tous les autres degrés est de 7,777. A cela, les garçons ont contribué pour 4,460 et les filles pour 3,317, mais les garçons au-dessus du degré IV ont fourni 1,807, ou environ un quart de l'augmentation totale et les filles, 992; dans les degrés VII jusqu'à XII, les garçons ont contribué pour 1,422 et les filles, pour 844. Pour ce qui est des commençants dans le degré I, les garçons ont donné environ 1000 et les filles environ 900. Ceci montre une augmentation prononcée, surtout en ce qui regarde les garçons, dans tous les facteurs d'amélioration, et une diminution dans les facteurs de dépression. Les tableaux d'âges et degrés compilés par la province ne tiennent pas compte du sexe, mais les tableaux de la Saskatchewan, du Manitoba et de l'Ontario, pages 104, montrent que les garçons ne sont généralement pas aussi avancés que les filles du même âge et il en est probablement de même dans les autres provinces et les autres pays. Il y a à cela deux raisons principales (1) une fréquentation plus régulière de la part des filles; (2) une maturité plus hâtive. Si l'on ajoute à cela que les filles fréquentent généralement l'école plus longtemps que les garçons, il n'est pas surprenant de trouver celles-ci en majorité dans les degrés supérieurs. Il reste toujours à savoir si la vraie signification de ce dernier fait est généralement reconnue. Les chiffres de 1915 à 1919 semblaient indiquer que les garçons étaient lentement éliminés des degrés supérieurs, mais les statistiques plus récentes, et surtout le beau rapport de 1922, semblent indiquer qu'il n'y avait là qu'un arrêt temporaire causé par la guerre. Les tableaux statistiques en partie 2 décrivent (1) l'inscription des garçons et filles depuis 1894 (tableau 4); (2) des garçons et filles dans les degrés de haute école depuis 1904 (tableau 61). On y voit (1) une tendance générale à la baisse tant chez les garçons que chez les filles, dans les degrés élémentaires les plus avancés; (2) un mouvement de progression qui s'est rapidement accentué pour les deux sexes, dans les inscriptions de haute école, mais aussi plusieurs fâcheuses dépressions qui ont affecté les garçons plus que les filles; à la fin de chacune de ces dépressions, le niveau antérieur est rapidement atteint et dépassé. L'augmentation rapide depuis 1919, et les chiffres maxima maintenant atteints ne semblent être que la continuation de la progression qui a été si brusquement interrompue en 1915, d'abord par la guerre, ensuite par les épidémies d'influenza de 1918 et 1919.

Degrés de haute école et degrés élémentaires les plus avancés.—Le nombre d'élèves dans les degrés secondaires (degrés IX–XII), pour l'année, a été de 11,039, dont 4,202 garçons et 6,837 filles. Ceci représente 777 garçons et 557 filles de plus que l'année précédente. L'inégalité numérique des garçons et filles dans les degrés secondaires en chaque année, depuis 1904, est illustrée par le tableau 61 page 112. On y voit qu'à partir de cette date, le nombre de filles a presque complètement doublé celui des garçons, et qu'en 1919, il l'a plus que doublé. C'est pourquoi l'augmentation du nombre des garçons est une heureuse constatation. Des 11,039 élèves des degrés secondaires, 1,334 garçons et 1,503 filles, ou 2,837 en tout, fréquentaient 18 académies de comté. Des autres 8,202 élèves des hautes écoles, 5,400 fréquentaient 64 classes où l'on ne professait aucune des matières au-dessous de celles du degré IX, ces hautes écoles se trouvant

en certains cas dans des villes relativement peuplées, mais non chef-lieu de comté, étant plus grandes que les académies de comté et où sont gratuitement admis les enfants qualifiés de la ville. Les autres 2,802 élèves de haute école recevaient leur enseignement dans 1,586 écoles primaires dotées d'un cours supérieur. De ces dernières, 1,242 étaient des écoles avec un seul instituteur; 220, avec deux instituteurs et 124 avec trois, ou plus de trois. Des écoles à un seul instituteur, 98 poussaient leur enseignement jusqu'au degré XI, ou l'année de matriculation; 417 s'arrêtaient au degré X et 727 au degré IX. Il est intéressant de noter en passant que 6 des écoles à classes multiples poussent leur enseignement jusqu'au degré XII. Bien que les examens des hautes écoles provinciales soient facultatifs, (8,241—2,856 garçons et 5,385 filles), sur un total de 11,000, ont subi ces examens en juillet. Sur ce nombre, 3,625 étaient candidats au certificat du degré IX; 2,746 au degré X; 1,437 aspiraient au certificat du degré XI et 270 du degré XII. A noter que 681 candidats ont subi leur examen pour le minimum des qualifications d'instituteur ou institutrice (voir page 128). Cet examen, subi avec succès, donne au candidat droit à un certificat d'un degré plus bas que le rang académique correspondant auquel il aurait droit s'il avait suivi les cours de l'école normale; de sorte qu'il faut une année de plus de travaux académiques pour compenser le défaut de formation professionnelle. Environ 350 des autres candidats étaient de l'école normale, de sorte que sur les 8,241 candidats,—sur un total de 11,000 élèves de hautes écoles, 1,031 se destinaient à l'enseignement. Il y a trente ans, tous les élèves et non pas seulement un onzième, étaient forcés de passer tout à la fois l'examen académique et l'examen pédagogique. En plus de ces 11,000 élèves dans les degrés IX—XII, 13,926 étaient dans les degrés VII et VIII, qui peuvent être appelés assez proprement les degrés intermédiaires, et qui sont les classes préparatoires aux hautes écoles, là où ces écoles existent. L'augmentation du nombre de garçons dans ces degrés avancés des écoles élémentaires—645 garçons et 287 filles—est un détail frappant, parce que l'inégalité numérique dans les degrés intermédiaires était presque aussi grande que dans les degrés secondaires. Sur un total de 114,229 inscriptions, il y en avait 24,965, ou 22 p.c. aux degrés secondaires ou intermédiaires.

Enseignement secondaire.—C'est par l'enseignement secondaire que l'histoire de l'instruction publique débute dans la Nouvelle-Ecosse, mais cependant dans un sens très différent de celui qui lui est attribué aujourd'hui. Maintenant, l'enseignement secondaire est considéré comme la continuation des connaissances primaires. Le cours d'études est divisé en douze degrés dont les quatre derniers sont considérés comme secondaires et peuvent être enseignés dans toutes les écoles où il y a un instituteur ou une institutrice compétent. Les hautes écoles et les académies de comté sont tout simplement des occasions spéciales et pas du tout une classe spéciale d'écoles. Les examens qu'il faut subir avant d'entrer dans ces académies ont uniquement pour but de déterminer si les candidats ont la préparation suffisante pour entreprendre l'étude des matières du premier degré de haute école, et lorsque leur aptitude est suffisante, ils ont droit à l'instruction gratuite pourvu qu'ils habitent le comté où se trouve l'académie. La seule condition à l'admission à l'académie est la qualification. On verra plus loin qu'il en est de même dans toutes les autres parties du Canada, sinon de forme, du moins de fait. Cependant, il convient de remarquer que cette province possède un système ininterrompu d'instruction depuis les premiers rudiments jusqu'à la fin de l'instruction secondaire. Il est possible qu'avec le temps, ce système se complète par un cours d'arts et sciences dans une université.

Lors des origines de la province, l'instruction secondaire signifiait une catégorie spéciale d'écoles accessibles seulement à une certaine classe de la société et donnant aux enfants des privilégiés une formation distincte de celle des écoles ordinaires. Les enfants de parents pauvres mais supérieuremment doués étaient admis à ces écoles à titre de boursiers. En 1811, l'établissement de ces écoles, appelées écoles de grammaire, était voté par une loi spéciale, qui leur donnait l'existence dans plusieurs districts et villes. Le lieutenant-gouverneur nommait trois syndics pour chaque école, et ces derniers, à leur tour, devaient nommer 8 boursiers au maximum. En 1816, la loi accordait au comté de Pictou l'incorporation d'une académie sous le prétexte de fonder une université écossaise, et une subvention était assurée à l'académie pour quelques années. En 1864, la loi des écoles gratuites rendait l'accès des écoles de grammaire gratuit à tous les enfants d'âge scolaire habitant le comté. Jusqu'à 1893, l'école normale pour la formation des instituteurs n'était qu'une haute école ajoutant des cours professionnels à son cours académique. Cette même année, on en fit une institution strictement professionnelle, et de ce jour l'enseignement secondaire prit un nouvel aspect. Jusque-là, les cours de haute école étaient suivis par ceux qui se destinaient soit à l'enseignement, soit aux études universitaires. Il n'y avait pas de diplôme proclamant les mérites purement académiques d'un étudiant. En 1893, on institua des examens séparés pour les élèves qui ne se destinaient pas à l'enseignement, et leur donnant droit à un certificat, selon le degré qu'ils avaient atteint. Ceux qui obtenaient ces certificats pouvaient ensuite passer un examen professionnel ou suivre l'école normale et obtenir un diplôme professionnel. En 1903, il s'opéra un changement intéressant dans le cours de haute école. Antérieurement, chaque degré, excepté le plus élevé, contenait huit matières d'examen. Quand un élève se préparait à l'université, il devait apprendre les langues, modernes ou classiques en matières, et s'il obtenait un certain minimum dans ses examens sur ces matières « facultatives » ces points étaient ajoutés à la somme de ceux qui lui étaient attribués sur les matières obligatoires. Jusqu'à 1900, il fallait passer l'examen sur chacune des huit matières obligatoires avant d'avoir droit à un certificat, mais cette même année, il fut possible d'obtenir un certificat pour le degré en question, en passant l'examen sur les huit matières obligatoires de haute école, sauf à passer plus tard un examen supplémentaire sur les matières non exigées des candidats à l'enseignement. En 1908, le nombre des matières fut réduit à six, l'anglais étant la seule matière obligatoire et le nombre de points requis étant plus élevé. Ce changement a eu pour effet d'établir un nouveau trait d'union entre les écoles publiques et l'université. En même temps, les qualifications extra-professionnelles pour le diplôme le plus élevé d'instituteur équivalaient à un degré universitaire et le degré supérieur de haute école (autrefois appelé le degré « A ») qui couvrait pratiquement toutes les matières d'un cours universitaire, devint un quatrième degré de haute école, donnant à celui qui le conquérait, un rang équivalent à celui du degré XII dans les autres provinces. Ce degré « A » pouvait s'acquérir par deux examens donnant droit chacun à un certificat séparé, le degré « A » classique ou le degré « A » scientifique, mais le degré « A » entier, que plusieurs élèves passaient en un an, couvrait plus de 30 matières d'examen.

Personnel enseignant des écoles ordinaires.—Le nombre d'instituteurs et institutrices en 1922 était de 3,208, dont 263 instituteurs et 2,945 institutrices, ce qui fait en tout une augmentation de 119 sur l'année précédente. Les instituteurs sont de 60 plus nombreux qu'en 1921, mais malheureusement cette augmentation ne se constate que chez les porteurs de diplômes inférieurs. Cinquante-sept des instituteurs avaient leur diplôme académique tandis que les autres avaient un certificat de la classe « A », ou l'équivalent d'un certificat de première classe ailleurs. Des

3,208 instituteurs ou institutrices, 1,584 avaient passé par l'école normale et les autres avaient un certificat basé sur l'examen professionnel, plus particulièrement un certificat académique inférieur d'un an au degré qu'ils auraient eu à l'école normale. Ceux ou celles qui ne sortent pas de l'école normale,—la plupart dans les districts ruraux—suivent des cours spéciaux de quatre semaines qui leur sont donnés par les inspecteurs. Ces écoles d'été reçoivent en moyenne 600 élèves par année. En 1922, elles en ont reçu 738.

On attribue à l'exode vers d'autres provinces ou d'autres professions le fait qu'il n'y a que 1,584 instituteurs ou institutrices sortant de l'école normale, bien que cette institution en ait formé 4,803 depuis 1901. Naturellement, les districts ruraux sont ceux qui souffrent le plus de cet état de choses. Pour remédier à ce mal, le surintendant suggère la centralisation ou le fusionnement des écoles.

Formation des instituteurs.—Le nombre d'élèves du Provincial Normal College, à Truro, en 1922, était de 352, soit une augmentation de 111 sur l'année précédente, et la plus forte inscription depuis son existence. Soixante-huit de ses élèves avaient un degré universitaire et se préparaient au diplôme académique; 24 se préparaient pour le premier diplôme supérieur et avaient le grade académique du degré XII; 122 celui du degré XI, 000 se préparaient pour le diplôme de première classe; 111 avec le degré X et 16 avec le degré IX; 4 se préparaient pour le diplôme d'école maternelle; 4 pour le certificat de sciences mécaniques et 3 pour le certificat de sciences ménagères. Il est à remarquer que 127 seulement des 341 élèves se préparant à l'enseignement dans les écoles ordinaires avaient des certificats inférieurs au degré XI. Ce groupe de 352 étudiants se composait de 40 jeunes gens et 312 jeunes filles; 24 des premiers avaient un degré universitaire, les autres appartenant à la classe «A» et à la classe «B».

L'administration voit aussi à ce que les étudiants acquièrent certaines connaissances en hygiène, bien-être de l'enfance et économie politique rurale. Au commencement de l'année, le ministère provincial de la santé et la Croix Rouge s'entendent pour donner une série de conférences aux futurs instituteurs, passant en revue les principaux problèmes de la salubrité à l'école et au foyer. Outre ces conférences, les étudiants suivent un cours régulier d'hygiène donné par un membre du personnel. Les cours d'économie politique rurale ont été suivis par 195 élèves et 22 de ceux qui ont obtenu leur certificat en cette matière sont revenus aux cours d'été.

Outre la formation donnée aux 352 élèves suivant les cours réguliers de l'école normale officielle de la province, les inspecteurs organisent des cours spéciaux, du 25 juillet au 20 août, pour l'avantage des instituteurs qui n'ont pas reçu l'entraînement normal. Ces cours spéciaux ont été donnés en 12 endroits différents et ont été suivis par 738 élèves-instituteurs, dont 46 étaient dans le degré académique XII; 221 dans le degré XI; 255 dans le degré X et 216 dans le degré IX. En présumant qu'un élève ne suive ces cours qu'une seule fois, le nombre des inscriptions a été de 1,332 en 1922 et 1922. En faisant la comparaison entre le nombre des instituteurs ou institutrices formés à l'école normale, et ceux qui ne le sont pas, il faut tenir compte que ceux qui suivent ces cours d'été ne sont pas classés parmi les premiers. Il est aussi à remarquer que l'instituteur qui ne sort pas de l'école normale doit avoir, à rang égal, un degré académique plus élevé. Ainsi, le diplôme professionnel «B» est accordé au degré XI, avec la formation normale, mais l'étudiant qui n'a pas cette formation doit avoir le degré XII pour avoir droit au même diplôme. De plus, ils sont tenus de passer quatre semaines à l'institut inspectorial.

Sciences rurales.—On a groupé sous cet en-tête les expositions scolaires, les discussions aux réunions d'institutrices, les clubs sociaux ou coopératifs et les congrès de cultivateurs, qui sont sous la direction d'un fonctionnaire provincial appelé le directeur des sciences rurales, et deux instituts pour l'enseignement des sciences rurales, de l'histoire naturelle et la manière de diriger les camps d'été pour filles ou garçons. Le directeur est cependant d'avis que la meilleure préparation est celle de l'école normale et du cours d'été. C'est par les instituteurs en formation qu'il est le plus facile de préparer et propager un mouvement. Le cours d'été de 4 semaines, donné à l'école normale de Truro, a été suivi par 209 élèves en 1922, et 192 en 1921. Les études consistent en classes régulières et en nombreuses conférences par des spécialistes du dehors. Les études régulières couvrent une grande variété de sujets, y compris un cours avancé de biologie. Comme résultat de ces études, 22 élèves ont obtenu leurs diplômes et 62 leurs certificats de compétence dans 4 sujets ou plus; 19 des élèves avaient déjà leur diplôme. Le coût de ces cours a été de \$2,619.

Le tableau 68, page 116, donne une idée assez complète des activités combinées de la section des sciences rurales du Collège d'Agriculture. Le tableau 99, page 148, contient des renseignements plus complets sur le Collège d'Agriculture qui donne un cours académique avancé et un cours abrégé d'agriculture. Le nombre d'élèves fréquentant le collège au cours de l'année a été de 73, ce qui est une légère diminution. On y donne deux cours, «A» et «B». Le premier est pour les élèves qui veulent suivre un cours de quatre ans, dont deux à Truro et deux autres dans tout autre collège d'agriculture du Canada; le «B» est le cours proprement dit; il dure deux ans, et dans ses grandes lignes est d'un caractère plus pratique que le «A». Des 44 élèves inscrits au commencement de 1922-23, 26 étaient dans le cours «A» et 18 dans le cours «B». Le cours abrégé de janvier, pour cultivateurs et leurs fils, a eu 79 inscriptions. Un cours correspondant pour femmes, a eu 12 entrées. Un cours sur la basse-cour, en mars, a eu 22 entrées. Outre ceux qui se sont inscrits régulièrement, ces cours ont été suivis par intermittences par un grand nombre d'élèves. Il y eut aussi 14 cours abrégés spéciaux, d'une durée de quelques jours, donnés à différents endroits assez centraux, et qui ont été fréquentés chacun par environ 250 élèves. A part le cours déjà mentionné pour les femmes, il existait un cours abrégé de deux semaines pour les jeunes filles. Le personnel du Collège d'Agriculture collabore aussi aux cours de sciences rurales dont nous avons parlé plus haut.

En somme, l'enseignement agricole dans la Nouvelle-Ecosse se composait de 14 classes, suivies par 3,600 élèves n'ayant pas encore le degré d'admission au collège, mais n'étant pas inclus dans les degrés ordinaires; deux cours abrégés au Collège d'Agriculture, avec 12 professeurs, suivis par 160 élèves, 150 garçons et 10 filles; une institution avec un personnel enseignant de 12 donnant un cours universitaire régulier suivi par 44 élèves. Il y avait 200 jardins scolaires cultivés par 6,000 élèves, sous la surveillance de 190 institutrices et 10 instituteurs. En plus, il y avait 5,000 jardins d'écoliers, cultivés par 15,000 élèves, surveillés par 400 instructeurs. Il y avait 250 clubs de garçons ou filles avec 5,000 membres. Il a été tenu 240 expositions scolaires auxquelles 10,000 élèves ont participé comme exposants.

Enseignement technique.—L'enseignement technique en dehors du Collège d'Agriculture et de l'Ecole Normale est sous le contrôle d'un directeur de l'enseignement technique et d'un directeur des travaux manuels. Le directeur des travaux manuels a dirigé l'établissement de 27 départements, dont 13 étaient de sciences mécaniques et 4 de sciences ménagères. Dans certaines écoles, cet enseignement commence au degré VI pour se terminer au degré IX. Le directeur constate que la tendance est à retarder le commencement de cet enseignement jusqu'au degré VII, et de lui donner plus d'attention dans le degré IX, surtout quand la matière enseignée est au programme des examens provinciaux dans le degré IX.

Le Collège Technique.—(voir statistiques complètes page 000) donne (1) un cours complet de génie, et (2), des cours abrégés tendant à une formation technique avancée pour personnes à qui les circonstances ne permettent pas de faire un cours complet. Le cours régulier de génie a été offert gratuitement aux soldats démobilisés ayant les qualifications requises, et comme résultat le nombre des étudiants a été plus considérable en ces dernières années. Dans son rapport, le directeur déclare qu'il voit probablement partir le dernier groupe de ces étudiants ce qui est une source de regrets pour le personnel enseignant qui trouvait dans ces ex-soldats des élèves d'un type supérieur de la moyenne.

Sont affiliés au Collège Technique l'Ecole Navale de Halifax (entreprise conjointe du ministère fédéral de la Marine et des Pêcheries et du Collège Technique de la Nouvelle-Ecosse); L'admission y est gratuite et la rentrée peut se faire n'importe quel jour de l'année. L'enseignement est de nature tout-à-fait individuelle. Cette école est une de celles qui rendent les plus grands services au Canada; en tout temps de l'année, il y a toujours des entrées et des sorties. C'est pour cette raison qu'il est difficile de donner le nombre des inscriptions durant l'année, mais la moyenne des entrées depuis janvier 1922 est de 19 par mois. Au cours de l'année, 49 élèves ont reçu leurs certificats. Les Cours par correspondance sont une autre affiliation du Collège Technique. Ils avaient 181 élèves au cours de l'année—143 hommes et 38 femmes. L'enseignement universitaire de cette division, suspendu depuis 1917, a été réorganisé en 1921. Les inscriptions, d'abord au nombre de 16, avaient atteint 181 au mois de juin. Le cours abrégé a été adopté pour permettre à un étudiant de choisir le cours qui convient le mieux à ses aptitudes, et de continuer ses études. Chaque leçon représente une semaine d'étude et il faut que les élèves aient acquis une compétence sérieuse avant que le cours soit considéré terminé. À la fin du cours, l'étudiant subit un examen écrit et reçoit un certificat, qui n'est pas un diplôme, mais qui est cependant la preuve d'une certaine capacité de la part du porteur. Toute la correspondance est examinée par la direction. Les sujets enseignés sont divisés en cinq groupes formant une agglomération de 65 cours; groupe du commerce, comprenant 16 cours; préparation à l'université, 14 cours; groupe industriel, 16 cours; dessin, 4 cours; sciences domestiques, 6 cours. Le groupe industriel, incluant les cours de dessin, est celui qui a le plus grand nombre d'élèves, 87. Cette partie de l'enseignement technique qui a droit aux allocations du gouvernement fédéral consiste principalement en cours du soir, répandus dans toute la province, d'un type qui peut être considéré comme la continuation de l'école d'apprentissage, où les jeunes gens qui ont quitté les écoles publiques peuvent trouver la formation préparatoire et technique dont ils ont besoin pour compléter leurs connaissances et développer leurs aptitudes. On y trouve A, des écoles des mines; B, des écoles techniques du soir. Les écoles des mines sont situées dans les cinq districts où se fait l'extraction de la houille. Les écoles techniques du soir sont dans les principaux centres industriels. Au cours de l'année, les écoles techniques, consistant en 106 classes, ont été fréquentées par 2,032 élèves, et les écoles minières, avec 41 classes, par 456 élèves. Le tableau 68 donne un résumé de tout l'enseignement agricole et technique de la province.

Organisations rurales.—Les organisations pour l'avancement de l'instruction dans les communautés rurales comprennent toutes les œuvres d'économie politique rurale dont nous avons déjà parlé. Ces activités sont surtout mises à profit par les centres les plus favorisés, parce que les instituteurs les mieux qualifiés, quand ils consentent à enseigner dans les sections rurales, sont en état de choisir les meilleurs postes, là où la population est plus riche et plus dense. Les organisations rurales que nous abordons maintenant sont d'abord: la centralisation.

La première tentative dans la province en fut faite à Middleton, en 1903. Le besoin d'un tel essai se faisait sentir d'autant plus, au commencement du siècle, qu'il y avait alors un grand nombre de petites sections scolaires rurales. En 1903, le surintendant constata qu'il y avait 300 écoles avec une fréquentation quotidienne moyenne de 8, cependant que le nombre des sections scolaires était de 1,845. Sept sections scolaires et la ville de Middleton, dans le comté d'Annapolis, consentirent à se fusionner pour trois ans, s'engageant à contribuer au fonds commun une somme égale à la moyenne de la contribution locale des trois années précédentes. Sir William Macdonald, voulant démontrer ce que valait la centralisation, s'engageait à solder ce qui manquerait pour équilibrer les dépenses encourues pour le transport des élèves quand ils avaient à marcher plus de deux milles. Cette centralisation fut confirmée par une loi de 1905. Le nombre d'élèves inscrits avant la centralisation en 1902 était de 367, avec une assistance moyenne de 198; la première année après le fonctionnement, le nombre d'inscriptions a été de 434, avec une fréquentation moyenne de 285. En 1903, la législature a voté \$36,000, soit une moyenne de \$2,000

par comté, pour l'avancement de la centralisation scolaire. En 1909, 60 écoles avaient été fusionnées en 25 écoles plus fortes. Cependant, la centralisation n'a pas encore fait beaucoup de progrès dans la province. A présent, il y a 16 écoles à classe unique, résultant de la fusion de 32 districts originaires, et 5 écoles à classes multiples, desservant 15 sections originaires. Un autre moyen de rendre l'instruction possible dans les régions très pauvres ou très peu peuplées est tenté par la « loi d'aide supplémentaire spéciale aux écoles pauvres », qui s'applique à 27 écoles, et la « loi d'aide supplémentaire aux écoles pauvres », qui s'applique maintenant à 256 écoles.

Inspection médicale.—Au cours de l'année, il y avait un système quelconque d'inspection médicale ou dentaire dans 25 districts, employant deux médecins et deux dentistes une partie de leur temps seulement; 19 infirmières constamment et 6 autres une partie de leur temps. Il y avait 19 cliniques scolaires et un expert en psychose. Le nombre d'élèves examinés au cours de l'année, a été de 47,372, dont 22,372, avaient besoin de soins médicaux. Des salles de classe spéciales, et des cours spéciaux, ont été recommandés pour cent élèves dont l'état physique était défectueux.

Classes spéciales.—Le rapport de cette année sur les classes spéciales dans la province est plutôt complet. Elles consistent en 13 classes pour 150 élèves soumis à un sévère régime alimentaire; 2 classes au grand air, suivies par 40 élèves; 1 classe pour élèves souffrant de déficiences de vision, suivies par 12 élèves, et 4 classes pour les anormaux et les retardataires, avec 80 élèves. Il y avait 174 pupilles dans les institutions pour les aveugles et 127 dans les institutions pour les sourds; 202 infirmes suivaient un entraînement individuel et 12 élèves étaient dans les institutions pour les faibles d'esprit.

En 1882, un premier effort a été fait pour étendre les bienfaits de l'instruction à tous les enfants, et non seulement à ceux qui étaient en état de fréquenter les écoles régulières. Une loi fut adoptée pourvoyant au maintien de l'école pour sourds qui devait à la charité privée son existence depuis 1851; la même année, une loi semblable pourvoyait à l'entretien, par le public de l'école pour aveugles, fondée en 1867. En 1915, une loi obligeait les maisons de correction à instruire tous leurs détenus. En 1917, la fréquentation régulière de l'école était exigée de tout enfant d'âge scolaire, gardé dans une institution de charité. Depuis plusieurs années, le surintendant de l'Instruction Publique insistait sur le besoin d'un enseignement spécial pour les anormaux et retardataires. En 1917, des classes spéciales pour retardataires étaient ouvertes à Halifax, et en 1920 il y avait 4 de ces classes attachées aux écoles publiques. La participation de la province dans ce mouvement a été ou précédée ou accompagnée, ici comme ailleurs, de l'initiative des sociétés de bienfaisance. Parmi les œuvres dignes de mention, on relève: le Maritime Home, pour filles (maison de réclusion); Halifax Boys' Industrial School; St. Patrick's Home (pour garçons); le couvent du Bon Pasteur; le I.O.D.E. Home (pour filles faibles d'esprit) établi en 1918, après l'explosion d'Halifax. Dans chacune de ces institutions on donne des cours d'un caractère approprié.

Universités et collèges.—Au cours de l'année, les quatre universités de la province, Dalhousie, St-François-Xavier, Kings et Acadia, ont été fréquentées par 1,385 étudiants (1,044 jeunes gens et 341 jeunes filles). Le personnel enseignant de ces universités se composait de 168 professeurs—163 hommes et 5 femmes; 1,028 des étudiants étaient originaires de la Nouvelle-Ecosse; 43 de l'Île du Prince-Edouard; 198 du Nouveau-Brunswick; 5 de Québec; 21 de l'Ontario; 3 de la Saskatchewan; 4 de l'Alberta; 7 de la Colombie Britannique et 76 de l'étranger. De plus on comptait 266 étudiants de la Nouvelle-Ecosse suivant des cours dans des universités en dehors de la province. En d'autres termes, la Nouvelle-Ecosse donne l'instruction universitaire à 357 étudiants des autres provinces ou de l'étranger, alors que les autres universités canadiennes dispensent le même enseignement à 266 de ses enfants. Dans ces chiffres, il n'est pas tenu compte des étudiants de la Nouvelle-Ecosse fréquentant les universités d'Angleterre, des Etats-Unis ou d'autres pays.

Outre les collèges techniques et agricoles déjà mentionnés, la Nouvelle-Ecosse a quatre collèges, dont deux purement théologiques (le Presbyterian Seminary et le Holy Heart Seminary) et deux purement académiques (St. Mary's et St. Anne's). Le nombre des professeurs dans ces collèges était de 38 et celui des étudiants, de 486, tous du sexe masculin. Ce nombre ajouté à celui des élèves réguliers des collèges Technique et Agricole de la province (126), donne 612, alors que le nombre des élèves suivant un cours abrégé dans ces deux collèges est de 542. Le collège Technique a aussi la direction et la surveillance des 2,570 élèves bénéficiant de la loi fédérale de l'enseignement technique. Sans tenir compte de ces derniers (2,570) nous avons, 1,154 élèves fréquentant les collèges et 1,385 les universités, ce qui donne 2,539 étudiants engagés dans des matières universitaires, et suivant des cours soit réguliers, soit abrégés. Des 909 élèves des collèges n'étant pas dans les degrés universitaires, 725 étaient de la Nouvelle-Ecosse; 10 de l'Île du Prince-Edouard; 104 du Nouveau-Brunswick; 22 de Québec; et 48 de l'étranger. En résumé, nous avons dans les universités et collèges de la Nouvelle-Ecosse, 1,753 étudiants de la province; 53 de l'Île du Prince-Edouard; 302 du Nouveau-Brunswick; 27 de Québec; 21 de l'Ontario; 3 de la Saskatchewan; 4 de l'Alberta; 7 de la Colombie Britannique; et 124 de l'étranger. Toutes les provinces du Canada, à l'exception du Manitoba, sont représentées dans ces institutions. La répartition des cours suivis par ces étudiants est comme suit: lettres et sciences abstraites, 875; commerce, 18; chirurgie dentaire, 64; génie, 88; droit, 118; médecine, 182; musique, 5; puériculture, 8; pharmacie, 29 et théologie, 18. Dans les collèges, les lettres et sciences abstraites comptaient 103 élèves; l'agriculture, 75; le commerce, 8; le génie, 51; la théologie, 108; les cours abrégés, 219, les cours par correspondance, 164 et autres matières, 2,722 (comportant 2,750 dans les cours techniques secondaires). Le nombre d'élèves suivant les cours préparatoires était de 92 dans les universités, et dans les collèges de 280. Les chiffres combinés pour collèges et universités donnent 372 dans les cours préparatoires; 978 dans les lettres et sciences abstraites; 26 dans le commerce; 64 dans la chirurgie dentaire; 182 dans la médecine; 5 dans la musique; 8 en puériculture; 21 dans la pharmacie; 126 dans la théologie; 75 dans l'agriculture; 219 dans les cours abrégés; 164 dans les cours par correspondance; et 152, plus 2,570 dans les écoles techniques secondaires agrégées au Collège Technique.

NOUVEAU-BRUNSWICK

Population scolaire.—Pendant l'année scolaire 1921-22, 83,263 élèves ou étudiants furent inscrits dans l'ensemble des institutions enseignantes du Nouveau-Brunswick, dont 77,774 dans les écoles ordinaires, 2,931 dans les écoles techniques, 358 dans les écoles normales, 725 dans les collèges commerciaux, 391 dans les écoles privées, tant primaires que secondaires, 808 dans les universités et 278 dans les écoles indiennes. Pendant la même année, 29 sourds et 38 aveugles fréquentaient, aux frais de la province, des institutions spéciales situées dans la Nouvelle-Ecosse et, d'autre part, 546 jeunes gens ou jeunes filles domiciliés au Nouveau-Brunswick, suivaient les cours d'universités et de collèges d'autres provinces; par contre, les universités et les collèges du Nouveau-Brunswick recevaient 283 étudiants originaires d'autres provinces. Nous arrivons donc à un grand total de 83,593, comparativement à 78,326 pour l'année 1921, soit une augmentation d'environ 7 p.c.

Inscriptions dans les écoles ordinaires.—La plupart des données concernant ces écoles ayant été établies séparément pour chacun des semestres (le premier terminé le 31 décembre 1921 et le second terminé le 30 juin 1922), il est nécessaire d'indiquer ici que les 77,774 enfants inscrits se décomposent en 70,349 inscrits durant le premier semestre et 7,425 nouveaux élèves ayant débuté durant le second semestre. Certains autres détails, qui ne peuvent être calculés pour l'année entière, ont été attribués, dans les tableaux statistiques, au semestre complet, celui qui se termine le 30 juin. Parmi les 71,346 écoliers inscrits durant le second semestre, 35,431 sont des garçons et 35,915 des filles, l'augmentation du nombre des garçons d'environ 400 les gains réalisés par les filles; 22,121 appartenaient aux écoles urbaines, 14,245 à d'autres écoles à classes multiples et 34,980 aux écoles à classe unique. Il existait 1,213 écoles à classe unique et 865 à classes multiples; il y avait donc une moyenne de 29 élèves dans chaque école à classe unique et de 42 élèves dans chaque classe des écoles à classes multiples. Dans l'ensemble de ces écoles, les inscriptions ont dépassé celles de l'année précédente de 4,062 écoliers, soit 5½ p.c. On remarquera que cette augmentation est proportionnellement moins importante que celle constatée dans les autres institutions enseignantes.

Moyenne d'assiduité.—Les 77,774 élèves inscrits ont, tous ensemble, fréquenté l'école pendant 10,650,942 jours, soit une moyenne de 138 jours par élève. La moyenne quotidienne de fréquentation, pendant la durée de l'ouverture des écoles, fut de 53,168 élèves, soit 1,560 de plus que l'année précédente; ceci constituait 65.8 p.c. des inscriptions, au lieu de 67.3 p.c. l'année précédente. Cette décroissance de la proportion des élèves assidus se produisit durant le second semestre; au contraire, le premier semestre avait vu une augmentation notable de cette proportion; strictement parlant, le second semestre est le semestre d'hiver. Le pourcentage d'assiduité pour le premier semestre, terminé le 31 décembre, est de beaucoup le meilleur qui ait été jusqu'ici constaté dans la province. Au Nouveau-Brunswick la fréquentation scolaire s'est constamment accrue; à cet égard, cette province occupe un rang élevé parmi les autres provinces canadiennes.

Personnel enseignant.—Au cours du second semestre, le personnel enseignant se composait de 2,246 instituteurs et institutrices, dans 2,061 classes. On verra dans le tableau 81 la classification, la moyenne du traitement et l'ancienneté de ce personnel. Durant les trente dernières années, il s'est produit un accroissement constant du nombre des maîtres et maîtresses possesseurs de diplômes de seconde classe ou d'un ordre plus élevé, en même temps que diminuaient les diplômés de troisième classe. Il est également remarquable que le nombre des instituteurs et institutrices faisant le premier semestre dans une école et le second semestre dans une autre école s'est abaissé. Enfin, signalons aussi une légère augmentation de la moyenne du traitement payé aux instituteurs et institutrices de toutes classes, à l'exception toutefois des institutrices de troisième classe.

Pendant la dernière session de la législature provinciale, la loi des pensions fut amendée, le maximum de la pension étant porté de \$400 à \$800, tandis que le minimum ne peut désormais être inférieur à \$250. On y a également ajouté une clause pour les cas d'incapacité; après 20 ans de service, un instituteur devenu totalement incapable d'enseigner recevra désormais la trente-cinquième partie de son traitement pour chaque année de service. Le personnel enseignant contribue au fonds de pension au moyen d'une retenue de 5 p.c. sur son traitement. Tous les instituteurs et institutrices en service au moment de la mise en vigueur de cette loi sont aptes à en recueillir les bénéfices.

Formation des instituteurs.—L'Ecole Normale provinciale comptait 359 candidats-instituteurs, chiffre élevé et rarement atteint; 345 d'entre eux y passèrent l'année entière. En juillet 1922, plus de 1,000 candidats, soit une augmentation de 35 p.c. sur 1921, concoururent pour l'admission à l'Ecole Normale. Cet engouement pour les études pédagogiques résulte évidemment des facilités offertes, sous forme de prêt, aux jeunes gens dont les moyens pécuniaires sont limités.

Associations d'instituteurs et de syndics.—L'Institut éducatif du Nouveau-Brunswick s'est réuni en juin; parmi les questions traitées figurent celles de la centralisation des écoles rurales. Il existe aussi une association des syndics et un institut des professeurs.

Enseignement secondaire.—L'enseignement secondaire (degrés IX à XII) était dispensé à 2,804 élèves pendant le premier semestre et 2,670 pendant le second semestre. Ainsi qu'on l'expliquait l'an dernier, outre ces élèves il existe, dans les écoles rurales, un nombre considérable d'écoliers qui, quoique suivant en réalité les programmes des hautes écoles, ne figuraient pas

dans les statistiques des degrés ci-dessus. Parmi les 2,670 élèves inscrits durant le semestre de juin, 1,604 étaient dans les écoles de grammaire, formant 47 classes, dirigées par 49 instituteurs. Les 1,066 autres se trouvaient évidemment dans les écoles supérieures et dans d'autres écoles à classes multiples; pendant le même semestre les écoles supérieures eurent 52 classes ouvertes. Le nombre des élèves de l'enseignement secondaire, durant le second semestre de 1921-22, s'est accru de 400, soit environ 18 p.c. de plus que n'en comportait le même semestre l'année précédente; ceci démontre que les écoliers de la province haussent de plus en plus le niveau de leurs études. Depuis le commencement de ce siècle, les degrés IX à XII se sont accrus de 72 p.c. et durant les trente-deux dernières années (depuis 1890) de 338 p.c.

Cette augmentation fut progressivement amenée par des développements qui ne manquent pas d'intérêt. En 1805, la première école de grammaire fut créée à St. John; en 1816, une loi autorisait la création dans chaque comté d'une école de grammaire où les syndics devaient admettre gratuitement huit élèves. Les écoles de grammaire étaient sous le contrôle presque absolu des autorités religieuses et la plupart de leurs directeurs appartenaient au clergé. Une loi passée en 1846 exigeait une fréquentation quotidienne moyenne de 15 écoliers de plus de 10 ans; elle exigeait un examen ainsi qu'un rapport annuel, lequel devait être transmis au gouvernement et à l'assemblée. Les écoles de grammaire furent placées, en 1861, sous le contrôle du Conseil de l'Instruction publique, deux écoles en étant toutefois exemptées. Lorsque fut mise en vigueur la loi de 1871, instituant la gratuité scolaire, la loi régissant les écoles de grammaire ne fut pas abrogée, mais leurs syndics furent autorisés à s'unir, s'ils le désiraient, aux syndics des districts, aux syndics des hautes écoles et qu'elles ouvrirent leurs portes aux élèves du district. En 1884, les corporations séparées des écoles de grammaire furent dissoutes et leurs biens attribués aux commissions de syndics des districts. En 1885, il fut pourvu à la création, dans chaque district, d'une école d'un niveau plus élevé que les écoles communes ordinaires; elle devait être connue sous le nom d'école supérieure et il lui était attribué une allocation égale à celle fournie par le district, à concurrence de \$300. En 1890, le directeur général de l'enseignement attira l'attention sur les déficiences et l'inefficacité de l'enseignement secondaire dans la province, lequel formait un fâcheux contraste avec l'enseignement primaire, considéré par le directeur général comme supérieur à celui de toute autre province canadienne; quelques années auparavant, il avait déjà suggéré que les écoles de grammaire des comtés fussent remplacées par des écoles primaires supérieures et que cinq hautes écoles provinciales fussent ouvertes dans les centres les plus populeux. En 1890, le principal des écoles de grammaire avait sous sa direction 51 classes, contenant 2,570 élèves, mais de ce nombre 577 seulement étaient inscrits au cours de grammaire proprement dit et 320 seulement étaient dans les degrés de haute école. Ces degrés étaient alors appelés «échelons»; il y en avait trois (IX à XI), dans ce que l'on appelait le cours moderne et quatre (IX à XII) dans ce que l'on appelait le cours classique. Le premier de ces cours réunissait 78 élèves et le second 242. Les 257 autres étaient vraisemblablement des débutants, que nous appellerions aujourd'hui «élèves du degré VIII». En la même année il existait également 40 écoles supérieures, possédant 119 élèves au-dessus du huitième échelon, lequel, semble-t-il, était l'équivalent de notre degré VIII actuel. Le principal argument du directeur général de l'enseignement semble avoir été, que les écoles de grammaire de comtés étaient subventionnées sans aucune distinction entre celles qui avaient un nombre élevé d'élèves suivant les cours de haute école et celles dont les élèves étaient presque tous dans les cours primaires. C'est pourquoi il suggérait que les allocations fussent échelonnées proportionnellement au niveau de l'enseignement et au nombre des élèves des plus hautes classes. En 1895, on signalait comme une anomalie le fait qu'une école supérieure rurale, possédant 91 élèves au-dessus du degré VIII, ne recevait qu'une allocation de \$250, tandis que l'école de grammaire du comté, située dans une petite ville, recevait une subvention de \$350, quoiqu'elle n'eût aucun élève au-dessus du degré VIII. Cette anomalie démontrait qu'en certains cas, les écoles de grammaire étaient situées dans des régions rurales où il n'existait pas d'élèves pour en recueillir les fruits et cela, au détriment des enfants des agglomérations urbaines qui, eux, en étaient privés. À titre de remède, on proposait la création d'exams d'admission, l'abolition des écoles de grammaire incapables de s'élever à la hauteur de leur charge et l'établissement de hautes écoles dans les centres populeux.

En 1896, la législature amenda la loi régissant les écoles de grammaire; une indemnité était allouée à chaque instituteur possédant un diplôme d'école de grammaire et professant dans une école de grammaire, mais aux conditions suivantes: (1) que les bâtiments et l'aménagement scolaire seraient conformes à certaines prescriptions; (2) que chaque instituteur recevrait du district un traitement au moins égal à la somme à lui accordée par la province; (3) que le nombre des instituteurs ayant droit à cette indemnité n'excéderait pas trois par 100 élèves inscrits, après examen, dans les degrés supérieurs au degré VIII. Jusqu'alors, le principal d'une école de grammaire était le seul à recevoir cette indemnité et une école de grammaire qui n'avait pas d'élèves de haute école recevait une subvention aussi élevée que celle possédant 100 élèves avancés. Lorsque cet amendement fut mis en force il ne se trouva que 2 écoles de grammaire auxquelles il put s'appliquer; cette année-là, il n'y avait que 512 élèves dans les degrés de haute école des écoles de grammaire, mais dès 1898 il y en avait 862 et en 1903 on en comptait 1,019, leur nombre ayant à peu près doublé en sept ans. Depuis cette date la progression s'est constamment maintenue, le nombre des élèves atteignant 1,604 en 1922. Pendant la même période, les écoles supérieures et autres où l'on enseigne les matières de haute école, avaient vu le nombre de leurs élèves inscrits, passer de 135 en 1889, à 541 en 1897 et environ 1,066 en 1923. Depuis la législation de 1896, les écoles de grammaire semblent avoir gagné du terrain beaucoup plus rapidement que les hautes écoles se consacrant à l'enseignement primaire supérieur.

Organisation des écoles rurales.—Au Nouveau-Brunswick, comme en Nouvelle-Ecosse, la forme la plus usitée jusqu'ici, pour venir en aide aux écoles rurales consiste en une allocation spéciale aux districts pauvres. Il existe au Nouveau-Brunswick quatre districts d'école centralisés; dans l'un de ceux-ci, un cours d'agriculture fut ouvert durant l'année.

La fusion scolaire fit ses débuts au Nouveau-Brunswick en 1903, date à laquelle une école centralisée fut ouverte à Kingston, comté de King, par la fusion de six districts ruraux; cette école fut maintenue pendant trois années, à l'aide d'une subvention que lui accordait Sir William Macdonald. La moitié du coût du transport des enfants était supportée par le gouvernement. Deux autres écoles centralisées s'ouvraient en 1904.

Enseignement technique.—On trouvera, page 119, ce qui se rapporte à cette branche de l'enseignement au Nouveau-Brunswick, c'est-à-dire aux écoles subventionnées en vertu de la loi fédérale sur l'enseignement technique.

Les cours de travaux manuels à l'usage des élèves des écoles rurales sont dirigés par deux surveillants; les travaux des élèves ont été exposés en juin à l'Ecole Normale. Les repas chauds ont été introduits dans les écoles rurales. Sous les auspices du Comité de l'enseignement pratique, un cours eut lieu durant l'été à l'usage des instituteurs qui n'avaient pas suivi ce cours à l'Ecole Normale.

En l'année 1912, la commission scolaire de St-John fut autorisée temporairement à ouvrir une école du soir pour l'enseignement des travaux manuels, une allocation de \$200 au maximum étant offerte à cet effet, à la condition que ce cours réunirait au moins 20 élèves. Il fut également proposé de fonder à Woodstock une école d'agriculture embrassant également l'enseignement des métiers, ce qui fut accompli en 1913, sous forme d'une école rurale d'été, dotée de six professeurs. Plus tard, également, en 1913, le gouvernement fédéral offrit de venir en aide à l'enseignement de l'agriculture dans les écoles, au moyen des jardins scolaires, offre qui fut suivie en 1914 par une loi provinciale allouant à toute commission scolaire enseignant les rudiments de l'agriculture et du jardinage, une somme de \$50 pour la première année et ce \$30 pour l'année suivante; de plus, l'instituteur professant ce cours devait recevoir un traitement supplémentaire de \$50 s'il avait suivi un cours complet et de \$30 seulement, s'il avait suivi un cours abrégé, la durée de cet enseignement étant d'une heure et demie par semaine. En 1919, un directeur de l'enseignement technique fut nommé.

Inspection médicale.—Ainsi qu'on peut le voir par le tableau 73, la loi pourvoit à l'inspection médicale de toutes les écoles de la province. Pendant l'année, on compta dans les centres scolaires six médecins se consacrant entièrement à cette œuvre, trois infirmières dans le même cas et 12 autres n'y consacrant qu'une partie de leur temps. Quatre cliniques scolaires étaient établies à St-John, Fredericton, Moncton et Campbellton, dans lesquelles on examina 43,790 élèves, soit environ 60 p.c. de la population scolaire.

En 1911, la commission scolaire de Moncton s'adressa à la législature pour obtenir l'autorisation de procéder à l'inspection médicale dans les écoles; la ville de St-John avait déjà manifesté la même intention et Fredericton étudiait cette mesure. La législation nécessaire fut passée en 1912, autorisant les syndicats d'école à veiller à l'hygiène, à la propreté et au bien-être des élèves; à payer sur leurs propres fonds un personnel médical, et leur permettant de récupérer ces dépenses par l'imposition d'une taxe extraordinaire. Ainsi qu'on peut le voir par les chiffres ci-dessus, en 1922, l'inspection fut générale dans la province et s'accomplit sous le contrôle du ministère de l'hygiène. La ville de Moncton se signala par son énergie en faveur des terrains de jeux. En 1912, l'Association des terrains de jeux de St-John demanda qu'un cours à l'usage de moniteurs de sports fut établi dans les écoles normales provinciales; le Nouveau-Brunswick prit également des mesures dans le même sens. Une allocation supplémentaire est versée au district employant un instituteur spécial pour les élèves retardataires; en outre, un professeur se spécialisant comme instituteur de ces classes reçoit une indemnité *ad hoc*.

Enseignement supérieur.—Les trois universités de la province avaient, toutes ensemble 808 étudiants—674 jeunes gens et 134 jeunes filles—; les statistiques complètes du personnel, des matières enseignées dans ces universités, se trouvent dans les tableaux 98 et 107.

Écoles privées.—Les trois écoles, tant primaires que secondaires ayant un caractère privé, possédaient 391 élèves—96 garçons et 295 filles—. On remarquera que ces 391 élèves sont classifiés par degrés, par âges et par sexes. On trouvera page 163, un tableau consacré aux collèges commerciaux; ceux d'entre eux qui nous ont envoyé un rapport avaient 723 élèves, soit 528 garçons et 195 filles.

Coût de l'instruction publique.—Les dépenses de l'instruction publique, pendant l'année, se sont élevées à \$2,657,046, dont \$381,075 fournis par le gouvernement et \$2,375,971 par les contribuables. Dans le total des dépenses figurent \$30,331, montant des subventions du gouvernement en faveur des universités. Les chiffres correspondants pour 1921 étaient les suivants: dépenses totales \$2,278,622; contribution du gouvernement \$352,693; part des contribuables \$1,925,929; subventions aux universités \$25,000. Pour plus amples détails voir le tableau 92.

QUÉBEC

Inscription.—Au cours de l'année pour laquelle les plus récentes statistiques de toutes les institutions d'enseignement ont pu être rassemblées et condensées (1921) l'inscription totale, exclusion faite des doubles emplois, dans toutes les institutions de la province de Québec, a été de 548,251 élèves et étudiants, dont 477,944 dans les institutions catholiques et 70,307 dans les institutions protestantes. Ces chiffres comprennent 462,779 inscriptions dans les écoles primaires ou maternelles sous le contrôle administratif, et 54,671 dans les écoles primaires indépendantes subventionnées ou non-subventionnées (écoles subventionnées ou non-subventionnées et faisant rapport au département de l'Instruction Publique, mais qui ne sont pas sous le contrôle des commissaires ou des syndics), et 30,801 dans d'autres institutions. Ces 30,801 comprenaient 1,376 dans les écoles normales, 9,033 dans les collèges classiques catholiques, 5,428 dans les universités, 579 dans les écoles pour aveugles, sourds ou muets, et 2,907 dans les écoles d'arts et métiers, 5,792 dans les écoles du soir, 2,069 dans les écoles techniques, 2,347 dans les écoles de coupe, 332 dans les collèges d'agriculture, 253 dans l'École des Hautes Études Commerciales de Montréal, 216 dans l'École d'industrie laitière de St-Hyacinthe et 469 dans les écoles indépendantes ne recevant pas de subsides et donnant un cours classique. A ces chiffres on peut ajouter les inscriptions des collèges commerciaux privées, à peu près 225 dans les collèges de théologie protestants et les inscriptions dans différentes autres écoles qui ne sont pas subventionnées et qui ne font pas de rapport, ce qui permet d'estimer que la population scolaire dépasse sensiblement 550,000. Le chiffre de 548,251 représente une augmentation de 55,218, ou de 11.2 p.c. sur l'inscription de 1917-18; 175,652 ou de 47.2 p.c. sur 1907-8; de 233,524, ou de 74.2 p.c. sur 1897-98.

Édifices scolaires.—Ces 548,251 élèves ou étudiants fréquentaient 7,733 institutions comprenant 6,370 écoles élémentaires, 749 écoles modèles, 424 académies, 22 écoles maternelles, 14 écoles normales, 21 collèges classiques, 4 universités, 5 écoles pour les sourds, muets et aveugles, 16 écoles d'arts et métiers, 64 écoles du soir, 6 écoles techniques, 26 écoles de coupe, 3 écoles d'agriculture, 1 école des hautes études commerciales, 1 école d'industrie laitière, et 7 écoles indépendantes non-subventionnées où est donné le cours classique. Ces chiffres représentent une augmentation de 282 dans le nombre total des écoles depuis 1917-18, et de 3,826 sur 1867-68, mais cela ne donne pas une bonne base de comparaison parce que les écoles augmentent individuellement par le nombre et l'importance des classes aussi bien que par leur propre multiplication. Le nombre des salles de classe dans les écoles élémentaires seulement, était de 13,274 en 1920-21. Comme le nombre de salles de classe n'a pas autant d'importance quand il s'agit d'écoles secondaires, supérieures ou spéciales, le nombre de professeurs sera peut-être le terme

exprimant la meilleure unité de comparaison. Ces derniers, religieux et laïques, étaient au nombre de 19,704 en 1920-21, ce qui était une augmentation de 1,301 sur 1917-18. Le personnel enseignant masculin se composait de 1,749 laïques et 2,939 religieux; le personnel féminin, de 9,364 laïques et de 5,652 religieuses.

Fréquentation moyenne.—La fréquentation moyenne quotidienne de toutes les institutions a été de 424,392, ou de 77·41 pour cent de l'inscription. Cette forte proportion qui est maintenue pratiquement depuis 1897-98, alors qu'elle était de 75·13, n'est dépassée que par une seule province du Dominion.

Traitement des instituteurs.—La question du traitement n'affecte que les instituteurs laïques avec diplôme. Les chiffres donnés dans les statistiques provinciales pour chaque décade depuis 1897-98 accusent les augmentations suivantes (le chiffre 100 représentant le salaire de 1898 et les chiffres suivants montrant la proportion de l'année correspondante):

MOYENNE DES TRAITEMENTS

	1897-98 p. c.	1907-08 p. c.	1917-18 p. c.	1920-21 p. c.
Instituteurs laïques masculins dans les écoles élémentaires.....	100	195	312	453
Instituteurs laïques masculins dans les écoles modèles et académies.....	100	137	174	254
Institutrices laïques—				
Dans les écoles élémentaires.....	100	130	231	351
Dans les écoles modèles et académies.....	100	138	206	325

Dépenses.—Les dépenses de toutes les institutions en 1920-21, ont été de \$22,122,979, dont \$2,351,474 versés par le gouvernement; \$10,796,468 provenant des cotisations annuelles; \$715,357 de cotisations spéciales; \$497,683 des contributions mensuelles (une mensualité est exigée de chaque enfant âgé de 7 à 13 ans inclusivement)¹ et \$7,762,000 des contributions d'institutions indépendantes. Le total des dépenses montre une augmentation d'environ 53 p. c. sur 1917-18; de 330 p. c. sur la décade précédente, 1907-8; de 624 p. c. sur la décade marquant le commencement du siècle et de 1,309 p. c. sur 1867-68. La dépense moyenne pour chaque élève inscrit a augmenté de \$9.87 en 1899-90 à \$40.35 en 1920-21.

Ecoles primaires.—Les écoles primaires de Québec sont ainsi appelées pour les distinguer: (1) des écoles supérieures (universités et collèges professionnels); (2) des écoles secondaires (collèges classiques, écoles indépendantes non subventionnées où se donne l'instruction classique et les institutions où se donne l'enseignement secondaire moderne, une institution affiliée à l'université Laval et une autre à l'université de Montréal, pour l'instruction scolaire des filles) et, (3) des écoles spéciales, telles que les écoles techniques, agricoles, etc. Les écoles normales font partie du système primaire en ce sens qu'elles servent à la formation du personnel qui doit y enseigner. Les écoles primaires faisant rapport au département de l'Instruction Publique sont ou (1) sous le contrôle administratif, c'est-à-dire, celui des bureaux de commissaires ou de syndics, ou (2) indépendantes subventionnées (ou non subventionnées), c'est-à-dire, recevant une subvention sans être sous le contrôle des commissaires ou des syndics. Ces deux catégories d'écoles primaires ont été jusqu'ici divisées en trois degrés: élémentaire, modèle ou intermédiaire, et académie, ou école primaire supérieure. Comme il est dit dans le chapitre sur la législation scolaire (voir page 67) après décembre 1923, les écoles primaires catholiques seront divisées en préparatoires, primaires élémentaires, et primaires complémentaires. Comme certains changements auront alors été effectués dans le programme, la primaire élémentaire ne correspondra pas exactement aux anciennes écoles élémentaires et modèles. Les statistiques des écoles primaires protestantes couvrent celles des écoles intermédiaires et des hautes écoles. Chez les catholiques comme chez les protestants, la nature de l'école indique le niveau de l'enseignement donné dans sa plus haute classe, au lieu de porter le rang du degré que les élèves sont prêts à étudier à leur sortie de l'école; par exemple, une haute école généralement enseigne toutes les matières du programme d'école, et non pas seulement les matières du degré académique.

En 1921-22, l'inscription dans toutes les écoles primaires de Québec a été de 512,651, dont 248,544 garçons et 264,107 filles; soit 446,313 dans les écoles catholiques et 66,338 dans les écoles protestantes. Du nombre total d'inscrits, 94,895 étaient âgés de moins de 7 ans; 368,521 de plus de 7 ans et de moins de 14 ans; 37,338 de plus de 14 ans et de moins de 16 ans; 10,502 de plus de 16 ans et de moins de 18 ans, et 1,395 de plus de 18 ans. Ces 512,651 élèves étaient inscrits dans les trois échelons primaires: élémentaire, modèle et académique. Dans le degré primaire, il y avait 277,083 écoliers; dans le modèle, 112,260; et dans les académies, 123,308. Les écoles de chacun de ces trois échelons se subdivisent en trois groupes différents: (1) les écoles sous le contrôle des commissaires; (2) celles sous le contrôle des syndics; (3) les écoles indépen-

⁽¹⁾ A moins que le bureau des commissaires en décide autrement par résolution. Cette contribution a été abolie à Montréal et dans certaines autres municipalités scolaires.

dantes subventionnées ou non subventionnées. De ces 512,651 élèves, 442,373 étaient inscrits dans les écoles sous le contrôle des commissaires; 15,607 dans les écoles sous le contrôle des syndics, et 54,671 dans les écoles indépendantes subventionnées. Voici quelle est leur répartition par nature d'école:

Ecoles	Contrôle des commis- saires	Contrôle des syndics	Indépen- dantes	Total
Elémentaires catholiques.....	218,022	3,456	6,508	227,986
Protestantes.....	42,779	6,214	104	49,097
Modèles catholiques.....	92,998	1,217	13,910	108,125
Modèles protestantes.....	2,379	1,556	-	4,135
Académies catholiques.....	76,776	314	33,112	110,202
Académies protestantes.....	9,219	2,850	1,037	13,106
Elémentaires, total.....	260,801	9,670	6,612	277,083
Modèles, total.....	95,577	2,773	13,910	112,260
Académies, total.....	85,995	3,164	34,149	123,308
Total des trois types.....	442,373	15,607	54,671	512,651

Ecoles maternelles.—Le nombre d'écoles maternelles ou jardins de l'enfance (catholiques), en 1920-21, était de 22, avec 103 institutrices et 4,799 élèves, dont 2,878 garçons et 1,921 filles. Quatorze de ces écoles étaient sous le contrôle des commissaires et étaient indépendantes; 4,370 élèves étaient de langue française; 250 de langue anglaise et 174 de différentes langues étrangères; 65 des institutrices étaient des religieuses et les autres étaient des laïques. Des 14 écoles sous contrôle, 11, avec 3,189 élèves, étaient dans la ville de Montréal et 2 avec 750 élèves, dans la ville de Québec; 5 des 8 écoles indépendantes étaient aussi dans ces deux villes.

Ecoles secondaires.—Les écoles secondaires dans la province de Québec se composaient de: (1) 21 collèges classiques catholiques; (2) 7 écoles indépendantes catholiques non subventionnées et donnant un cours classique (8 en 1921-22); (3) 42 hautes écoles protestantes.

Les collèges classiques catholiques qui étaient au nombre de 17 en 1891-92 sont maintenant au nombre de 21, depuis 1911, par la fondation du collège de Valleyfield en 1893; de celui de Mont-Laurier en 1910 et de ceux de St-Jean et de St-Alexandre de la Gatineau en 1911. Celui de Ste-Marie de Monnoir, détruit par le feu en 1906 à été reconstruit à St-Jean. L'inscription a augmenté pendant la même période (1892-1922) de 4,221 élèves à 9,321, ou de 121 p.c. Ces institutions ont été subventionnées par le gouvernement depuis 1907-8. On verra par la revue de la dernière législation en matière scolaire page 243, qu'une loi concernant les subventions à ces collèges, a été adoptée en 1922. Ces collèges donnent trois cours différents: le primaire, le commercial et le classique. Le cours classique qui comprend des matières universitaires aussi bien que des matières classées comme secondaires dans les autres provinces, est celui qui compte le plus grand nombre d'élèves (6,030 en 1922). Ces cours classiques sont donnés dans tous les collèges. Quatorze de ces collèges donnaient l'an dernier un cours commercial qui a été suivi par 2,585 élèves; et 12 collèges donnaient un cours primaire qui a été suivi par 706 élèves. Des 9,321 élèves et étudiants, 2,618 étaient âgés de 7 à 14 ans; 2,895, de 14 à 16; 2,329, de 16 à 18 et 1,479 de plus de 18 ans. Ces âges semblent indiquer que ces collèges donnent dans sa totalité un cours académique, jusques et y compris le baccalauréat ès-lettres. Dix-neuf collèges classiques de la province affiliés ou annexés (voir la définition, page 176) à l'université Laval, pour la faculté des lettres seulement, avaient 1,871 élèves en 1920-21. Le total des inscriptions des collèges classiques en 1921 était de 9,033; il semble que 1,871 d'entre-eux étudiaient des matières universitaires.

Enseignement supérieur.—L'enseignement supérieur dans Québec comprend les deux universités catholiques, Laval et Montréal et les collèges affiliés; les deux universités protestantes, McGill et Bishop's College, avec les collèges affiliés. L'écart entre les chiffres des tableaux I et II, dans le sommaire, page 74 et les chiffres des universités et collèges, pages 142 à 156 ne devrait causer aucun étonnement, puisqu'ils s'appliquent à des années différentes.

En 1922, il y a avait dans les facultés et les écoles rattachées ou annexées aux universités Laval et de Montréal, 331 professeurs, et dans les écoles affiliées à ces institutions, 81 professeurs; il y avait 501 professeurs dans les 17 facultés des deux universités protestantes. Ces dernières embrassaient la faculté d'agriculture du collège Macdonald, mais non les collèges protestants de théologie—le Presbyterian College, de Montréal (7 professeurs et 60 étudiants dont 13 dans la faculté de théologie; le Congregational College, Montréal (4 professeurs et 16 étudiants dont 4 en théologie); le Wesleyan Theological College (4 professeurs et 128 étudiants dont 54 en théologie); le Montreal Diocesan Theological College (6 professeurs et 26 étudiants, dont 15 en théologie).

Dans les 16 facultés et écoles annexées aux deux universités catholiques, il y avait 2,111 étudiants; dans les écoles affiliées de génie et d'architecture (deux divisions de l'Ecole Polytechnique) des hautes études commerciales et de musique, il y avait 1,125 étudiants; dans 28 autres écoles affiliées ou annexées à Laval et 63 écoles affiliées à l'université de Montréal, 4,178 étudiants. Ceci embrasse 5 grands séminaires, 51 petits séminaires et collèges classiques, 1 école supérieure de filles, 2 institutions d'enseignement secondaire moderne, 42 couvents et écoles de sciences

ménagères et 2 écoles de musique. Les petits séminaires, collèges classiques, couvents et instituts d'enseignement moderne secondaire ont été affiliés ou rattachés à la faculté des lettres seulement. Outre ceux déjà énumérés, trois collèges classiques situés en dehors de la province et possédant 123 élèves, étaient associés à Laval (parce qu'ils sont en dehors de la province). Cela fait un total de 7,537 étudiants dans les institutions catholiques d'enseignement supérieur. Dans les 17 facultés des deux universités protestantes, on comptait 3,544 étudiants, dont 3,464 à McGill. On arrive ainsi à un total de 11,081 étudiants dans les institutions d'enseignement supérieur de la province en 1922, comparativement à 9,691 en 1921. En ajoutant à ce chiffre les 210 étudiants des collèges protestants de théologie, nous avons un total de 11,292 jeunes gens dans les institutions d'enseignement supérieur de la province de Québec.

Écoles spéciales.—En 1920-21, cette rubrique comprenait 6 écoles techniques; 1 école de hautes études commerciales à Montréal; 3 écoles d'agriculture; 1 école d'industrie laitière; 64 écoles du soir; 16 écoles des arts et métiers; 26 écoles de coupe ou de couture; 22 écoles maternelles déjà mentionnées, et 5 écoles pour les aveugles ou les sourds-muets. Ceci donne un total de 19,294 élèves dans les 144 écoles spéciales; mais les 4,799 enfants des écoles maternelles ont déjà été mentionnés ailleurs, de même que l'ont été les élèves de l'École des Hautes Etudes Commerciales, de l'école d'industrie laitière et des trois écoles d'agriculture au chapitre de l'enseignement supérieur.

En 1922, il y avait 6 écoles techniques avec 6 principaux, 1 principal-adjoint, 29 professeurs, 30 contremaîtres et 24 autres employés, formant un personnel de 90. Les classes de jour de ces écoles avaient 736 élèves, dont 172 dans la section de langue anglaise et 564 dans la section de langue française. Les classes du soir comptaient une inscription totale de 857 pour la section française, et 423 dans la section anglaise, soit 1,280, et un total de 2,016. Il y avait aussi 45 élèves de langue anglaise et 179 de langue anglaise dans les cours spéciaux du jour, formant un grand total de 2,240 élèves dans les écoles techniques.

En 1922, l'École des Hautes Etudes Commerciales de Montréal avait un personnel de 43 professeurs et 277 élèves. De ces derniers, 119 fréquentaient les cours du jour et 158 les classes du soir. Les trois collèges d'agriculture, Ste-Anne de la Pocatière, Collège Macdonald et Institut d'Oka, comptaient 177 professeurs et 593 élèves, dont 94 à Ste-Anne, 407 à Macdonald et 92 à Oka. De ces étudiants, 152 suivaient le cours régulier de 4 ans; 95 un cours pratique; 9 un cours partiel; 22 un cours d'hiver et 315 de brefs cours spéciaux, (à Macdonald). Quarante des élèves suivant le cours régulier de 4 ans étaient à Ste-Anne; 60 à Macdonald et 52 à Oka. Des 42 qui ont été diplômés au cours de l'année, 6 étaient de Ste-Anne, 20 de Macdonald et 16 d'Oka. L'école de laiterie de St-Hyacinthe, possédait 19 professeurs et 359 élèves.

En 1922, les écoles du soir, au nombre de 53 catholiques et 13 protestantes, avaient un personnel de 199 professeurs avec 6,452 élèves inscrits. De ce nombre, 43 écoles, avec 4,930 élèves, étaient à Montréal, et 8, avec 505 à Québec, les 15 autres écoles, avec 517 élèves, étant disséminées dans la province. Les écoles d'arts et métiers, au nombre de 13, ont eu 3,319 élèves en 1922. En 1922, des écoles de coupe et de couture ont été ouvertes en 26 localités différentes et elles ont été fréquentées par 2,261 élèves. Les écoles pour aveugles, au nombre de 2, avaient 128 pupilles. Les écoles pour sourds-muets, au nombre de 3, en avaient 451.

Sciences ménagères et jardins scolaires.—Il faut ajouter à ce qui précède, puisqu'elles sont aussi des écoles spéciales, 63 écoles de science ménagère distribuées dans 42 comtés et comptant 10,072 élèves en 1922. Il semble qu'elles sont comprises dans les écoles primaires sous contrôle ou indépendantes. Ce chiffre de 10,072 inscriptions constitue une augmentation de 956 sur 1921. Le nombre de jardins scolaires est passé de 1,205 avec 21,217 élèves en 1921, à 1,459 avec 21,968 élèves en 1922.

L'enseignement technique dans la province de Québec date à peu près des premiers jours de la colonie, les premières écoles établies sous le régime français combinent un cours pratique avec un cours académique. Dans une des premières écoles ouvertes au commencement du dix-septième siècle, au Cap Tourmant, un peu en dehors de Québec, les enfants partageaient leur temps entre les travaux des champs et leurs études primaires. Cette école était fréquentée par les élèves de toutes les parties du district. C'est probablement Roberval qui a donné au monde la première école de sciences ménagères pendant un nombre d'années dans onze villes et villages pour l'enseignement des métiers, etc. La province a créé une école des hautes études commerciales sur le modèle d'institutions similaires en Europe, pour l'étude du commerce international, etc. Ceci a été suivi de la création d'institutions d'enseignement technique supérieur pour la préparation aux carrières industrielles, un édifice consacré à cet enseignement étant inauguré à Montréal en 1911 et un autre à Québec en 1912. Depuis 1889, le bureau des commissaires de Montréal maintient des écoles du soir pour l'instruction des immigrés. Une haute école technique et commerciale protestante, ouverte le jour et le soir, a été rattachée au collège Macdonald. Un collège d'agriculture et une école de sciences ménagères ont aussi été adjoints à cette institution. Un collège d'agriculture a été ouvert à Ste-Anne de la Pocatière en 1859, et un autre à Oka en 1895. Une école d'industrie laitière a été ouverte à St-Hyacinthe en 1892. En 1921, la législature créait des fermes de démonstration et des écoles intermédiaires d'agriculture. Le comité protestant sous son contrôle une institution technique et une école du conseil des Arts et Manufactures. Les écoles catholiques des Arts et Manufactures et les écoles techniques de Montréal et de Québec sont accessibles aux protestants.

Écoles normales.—Les écoles normales sont maintenant au nombre de 14. En 1921, elles comptaient 1,376 candidats-instituteurs et 1,389 en 1922. Ces écoles, à l'exception de l'école Macdonald, donnent une formation académique aussi bien que pédagogique, et la durée des cours est de trois ans, couvrant ce qui, dans les autres provinces, est compris dans un cours de trois années de haute école. Les instituteurs qui ne passent pas par les écoles normales doivent subir des examens d'aptitude devant la Commission des Examineurs, et doivent y obtenir un nombre de points égal à celui des candidats sortant des écoles normales.

Les inscriptions de 1921-22 se répartissaient comme suit: 184 dans la classe d'académie; 553 dans la classe modèle; 558 dans la classe élémentaire et 94 dans la classe préparatoire. De ce nombre, 878 ont obtenu leurs diplômes: 165 académiques; 391 modèles et 322 élémentaires. Des 1,389 élèves, 1,213 étaient catholiques et 176 protestants, ces derniers—3 garçons et 173 filles—étant tous élèves du collège Macdonald. Dans les écoles modèles attachées à chacune des écoles normales et fréquentées par 1,775 élèves, les candidats-instituteurs ont une excellente occasion de s'exercer à l'enseignement. Des 203 professeurs et professeurs-adjoints des écoles normales, 161 étaient des religieux et 42 des laïques. En 1921-22, ces écoles normales ont reçu en octrois du gouvernement, \$177,386. Le nombre de volumes dans les bibliothèques combinées de toutes les écoles normales est de 71,077. Les candidats-instituteurs doivent généralement payer une contribution mensuelle, fort peu élevée, excepté quant à ceux qui ne sont pas de la province et qui viennent à Macdonald. Environ un quart, soit 332 sur 1,389, étaient admis gratuitement.

Centralisation.—Des écoles intermédiaires centralisées protestantes ont été établies à Bulwer, Ways Mills, St. Andrews Est, Ascot, Hudson, Shigawake et Island Brook.

ONTARIO

Sommaire de toutes les écoles.—Au cours de la dernière année scolaire sous revue (l'année civile pour les écoles publiques et séparées, et l'année scolaire 1921-22 pour les autres écoles), le nombre total d'élèves fréquentant les institutions d'enseignement de l'Ontario a été de 719,870. De ce nombre, 501,236 étaient inscrits dans 6,280 écoles publiques (incluant 436 inscrits dans 5 écoles séparées protestantes); 83,977 inscrits dans 621 écoles catholiques séparées; 7,505 dans 160 écoles de continuation; 22,734 dans 47 instituts collégiaux; 16,671 dans 123 hautes écoles; 2,533 dans 24 écoles du soir élémentaires; 1,635 dans 11 hautes écoles du soir; 5,344 consacrant tout leur temps à l'étude dans 14 écoles d'apprentissage du jour; 574 ne consacrant qu'une partie de leur temps, à ces mêmes écoles; 1,604 élèves spéciaux dans ces mêmes écoles; 32,545 élèves dans 55 écoles d'apprentissage du soir; 92 élèves-instituteurs dans trois écoles modèles d'automne; 524 élèves-instituteurs dans 8 écoles modèles d'été; 1,815 dans les écoles normales; 155 dans l'école pour les aveugles de Brantford; 320 dans l'école pour les sourds à Belleville; 16,831 dans 7 universités et 14 collèges professionnels affiliés, sans compter ceux qui sont déjà enregistrés aux universités desquelles dépendent ces collèges; 7,706 dans 38 écoles privées élémentaires ou secondaires ayant fait rapport; 12,229 dans 72 collèges commerciaux privés ayant fait rapport¹; 3,625 dans 91 écoles indiennes. Le total de 719,870² correspond à celui de 688,093 pour l'année précédente.

Le tableau suivant donne les augmentations ou diminutions sur l'année précédente:

Ecoles	Nombre d'écoles		Nombre d'inscriptions	
	Augmen- tation réelle	Pourcentage de l'an précédent	Augmen- tation réelle	Pourcentage de l'an précédent
Publiques.....	73	1.2	13,145	2.7
Catholiques séparées.....	27	4.5	7,096	9.1
De continuation.....	16	11.1	1,682	28.9
Instituts collégiaux et hautes écoles.....	2	1.2	5,277	15.5
Du soir, élémentaires.....	9	56.3	964	61.6
Du soir, hautes.....	20	64.5	3,776	69.8
D'apprentissage, de jour, temps complet.....	1	7.7	2,744	105.6
D'apprentissage, de jour, partie du temps.....	—	—	333	36.7
Spéciales.....	—	—	585	57.4
D'apprentissage, du soir.....	4	7.8	5,248	19.2
Modèles d'automne.....	—2	—400	—12	—15.6
Modèles d'été.....	—	—	93	22.0
Normales.....	—	—	369	25.5
Pour aveugles.....	—	—	9	6.2
Pour sourds.....	—	—	20	6.7
Universités.....	—	—	—1,259	—10.9
Collèges.....	—	—	575	11.4
Ecoles privées.....	—	—	603	8.0
Collèges commerciaux.....	—	—	1,763	14.4
Ecoles indiennes.....	—	—	35	1.0
Total.....	110	.1	30,122	4.4

Si l'on considère que le taux d'accroissement de la population est très minime, toute augmentation de 5 p.c. dans le recrutement scolaire, devient par un large écart hors de proportion avec la progression de la population; cela étant les augmentations de l'année, telles que révélées par le tableau ci-dessus, sont remarquables, particulièrement en ce qui concerne les élèves des écoles secondaires, des écoles élémentaires du soir, des écoles d'apprentissage du jour et du soir. La diminution dans les inscriptions des hautes écoles du soir peut s'expliquer par l'augmentation dans les écoles d'apprentissage du soir.

¹Exclus 432 inscrits au même temps aux écoles privées et universités.

²Inclus 215 dans les écoles d'agriculteur.—Voir note 17, page 74.

Il convient de mentionner que l'énorme augmentation dans le nombre d'élèves assistant à la totalité des cours des écoles d'apprentissage est due au fait que 1,268 élèves inscrits à une haute école de commerce qui figurait avec les autres hautes écoles l'année précédente et qui est maintenant classée avec les écoles d'apprentissage. Sur les mêmes bases que l'année précédente, la comparaison serait comme suit:

	1920-21	1921-22	Augmen- tation numérique	Pour- centage d'augmen- tation
Ecoles de continuation.....	5,823	7,505	1,682	28.8
Instituts collégiaux et hautes écoles.....	34,128	40,673	6,545	19.1
Ecoles vocationnelles—totalité des cours.....	2,600	4,076	1,476	56.7

La diminution dans la fréquentation des écoles modèles d'automne peut être considérée comme une bonne indication, parce qu'elle signifie que le besoin d'instituteurs ou institutrices de troisième classe disparaît et qu'en conséquence il y a moins de demande pour ces cours spéciaux. Pour statistique sommaire, voir tableau, page 135.

Ecoles du jour, élémentaires et secondaires.—(Publiques ou séparées et écoles secondaires du jour). On voit par ce qui précède que l'inscription totale dans les écoles ordinaires à classes multiples du jour a été de 632,123, et dans les écoles d'apprentissage du jour, de 7,522. Les écoles publiques et séparées ont eu 583,213 inscriptions. Des 501,236 élèves des écoles publiques, 215,585 étaient dans les écoles rurales; 190,082 dans des écoles de cité; 71,652 dans des écoles de ville, et 23,917 dans des écoles de village. Ces écoles, forment des groupes respectifs de 5,548; 321,257 et 154. Des 83,977 élèves inscrits aux écoles séparées catholiques, 20,166 étaient dans les écoles rurales; 40,957 dans les écoles de cité; 21,157 dans des écoles de ville et 1,697 dans des écoles de village; ces écoles étant au nombre respectif de 374, 135; 96 et 16. Ainsi, ce qu'on peut appeler l'enseignement primaire dans l'Ontario, pour le distinguer de l'enseignement secondaire organisé, comptait 236,201 inscriptions dans les écoles rurales; 231,039 dans les écoles de cité; 92,809 dans les écoles de ville et 25,614 dans les écoles de village. Les différents groupes comptaient respectivement 5,922; 456, 353 et 170 écoles.

Le tableau suivant donne sommairement l'augmentation sur l'année précédente dans les quatre différents types d'écoles élémentaires.

ÉCOLES ÉLÉMENTAIRES

	Inscriptions 1921-22			Augmentation sur 1920			Pourcentage d'augmentation		
	Publiques	Séparées	Total	Publiques	Séparées	Total	Publiques	Séparées	Total
Rurales.....	215,585	20,166	236,201	7,911	1,396	9,307	3.8	7.4	4.2
De cité.....	190,082	40,957	231,039	4,097	4,008	8,105	2.2	10.9	3.7
De ville.....	71,652	21,157	92,809	1,477	1,672	3,149	2.1	8.6	3.5
De village.....	23,917	1,697	25,614	— 340	20	320	— 1.4	1.2	1.3
Total.....	501,236	83,977	585,213	13,145	7,096	20,241	2.7	9.1	3.6

Pour plus de détails, voir les tableaux statistiques aux pages 80, 90 et 96.

Il est intéressant de noter que l'augmentation a été beaucoup plus visible dans les écoles rurales que dans les autres types d'écoles. L'année précédente, les écoles rurales abordaient 40.08 p.c. du total de toutes les inscriptions; dans l'année qui nous occupe, elles en ont 40.28. La diminution apparente dans les inscriptions des écoles de village a très peu de signification et peut même mener à de fausses déductions, comme dans le cas où un village est devenu ville au cours de l'année. L'augmentation des inscriptions dans les écoles de villes comprend 400 inscriptions d'une ville qui n'était que village l'année précédente.

La tendance des inscriptions dans les écoles élémentaires et secondaires de l'Ontario est illustrée par les Tableaux 4 et 5. Il convient de remarquer la persistance de l'augmentation depuis 1904, sauf pendant les années de guerre, ainsi que la rapidité de la reprise après la guerre. La dépression qui se manifeste par un mouvement de baisse de 1899 à 1904 se retrouve aussi dans les provinces de la Nouvelle-Ecosse et du Nouveau-Brunswick, comme on peut le voir en consultant le même tableau. On remarquera que la reprise ne s'est pas complétée en Ontario avant 1912, alors que la courbe atteignit le niveau de 1899. La hausse rapide de la courbe depuis 1904, et surtout depuis 1918, est remarquable et elle serait encore plus prononcée s'il était possible d'y faire figurer les élèves des écoles techniques.

Moyenne de fréquentation quotidienne.—Au cours de l'année la moyenne de fréquentation quotidienne dans les écoles élémentaires a été de 405,825; dans les écoles de continuation, de 6,309; dans les hautes écoles et les instituts collégiaux, de 34,262; dans les écoles d'apprentissage, de 2,137 pour les élèves suivant la totalité des cours, et la moyenne totale quotidienne, de 450,656. Ceci représente une augmentation de 52,392, ou de 13·2 p.c. sur l'année précédente. Cette augmentation se répartit de la manière suivante:

ÉCOLES ÉLÉMENTAIRES

	Fréquentation moyenne 1920-21			Augmentation sur l'année précédente			Pourcentage		
	Publiques	Séparées	Total	Publiques	Séparées	Total	Publiques	Séparées	Total
Rurales.....	137,605	13,293	150,898	17,269	2,185	19,454	14·3	19·7	14·8
De cité.....	138,460	30,431	168,891	11,514	3,471	14,985	9·1	12·9	9·6
De ville.....	52,416	15,107	67,523	5,524	1,945	7,469	11·8	14·8	12·4
De village.....	17,265	1,248	18,513	1,410	108	1,518	9·0	9·5	9·0
Total.....	345,746	60,709	406,825	35,717	7,709	43,426	11·5	14·7	11·9
De continuation.....			6,309	—	—	1,519	—	—	31·7
Instituts collégiaux et hautes écoles.....			34,262	—	—	5,310	—	—	18·3
Industrielles—totalité des cours.....			4,260	—	—	2,137	—	—	100·0
Grand total.....			450,656	—	—	52,392	—	—	13·2

Il est remarquable que, quant aux écoles élémentaires, ce sont les écoles rurales qui présentent la plus grande augmentation dans le chiffre de la fréquentation. Tel qu'expliqué plus haut, l'énorme augmentation dans les écoles industrielles est due en grande partie au fait qu'une haute école de commerce, avec une fréquentation moyenne de 1,117 élèves suivant la totalité des cours, a, depuis l'année précédente, été enlevée de la liste des hautes écoles pour venir figurer avec les écoles industrielles. Même si les écoles industrielles étaient sur la même base que l'an dernier, leur augmentation serait d'environ 49 p.c. et celle des hautes écoles et des instituts collégiaux serait de 22·2 p.c. Une augmentation annuelle de cette envergure, spécialement celle de 31·7 p.c. dans les écoles de continuation semblerait indiquer l'existence de puissants et actifs facteurs de progression de l'instruction. Un coup d'œil sur le Tableau 5 (voir page 85) montre que, si la progression de l'an dernier est plus accentuée que par les années antérieures, ce n'est cependant qu'une continuation de la courbe dans la direction ascendante qu'elle a prise depuis 1893. Il est remarquable de constater que si la courbe de l'inscription a souffert de graves revers, celle de la fréquentation moyenne a toujours monté, excepté pendant un arrêt causé par les années de guerre et la stagnation amenée par l'épidémie d'influenza de 1918. Il semble apparent pour tous que l'idéal des conditions scolaires serait que la courbe de la fréquentation moyenne à celle des inscriptions se confondent. La similitude prolongée des deux courbes sur une très longue période devrait être une indication que l'état de choses qui militait contre l'assiduité à l'école a été attaqué avec énergie.

Le dernier rapport du ministre de l'Instruction Publique donne un bon aperçu permettant une analyse plus serrée de l'assiduité scolaire, le facteur le plus important dans le progrès de l'instruction. Pour cela, il faut obtenir non seulement le statistique de la fréquentation moyenne et sa proportion comparativement au total des inscriptions, mais aussi ce qui est appelé le pourcentage possible de la fréquentation quotidienne. Par exemple, un certain nombre d'élèves commencent tard dans l'année, comme dans le cas des tout jeunes élèves qui font généralement leurs débuts scolaires à la fin du printemps; d'autres commencent avec l'année scolaire mais s'arrêtent avant la fin du terme; d'autres, pour cause de maladie, ou d'autres raisons, manquent un terme complet, soit au commencement, soit à la fin de l'année. Tous ces enfants ne sont pas nécessairement sur les registres de l'école pendant toute l'année, et leur fréquentation possible ne compte qu'aussi longtemps qu'ils sont sur les registres. La fréquentation possible de tous les élèves, sans tenir compte de toutes ces considérations, devrait couvrir toute l'année, mais habituellement elle n'est répartie que sur les jours pendant lesquels l'école est ouverte, de sorte que la fréquentation moyenne de 405,825 sur une description totale de 585,213 élèves des écoles élémentaires signifie qu'une moyenne de 69·38 p.c. des élèves inscrits assiste à chaque jour de classe, de sorte que 30·62 p.c. ont perdu toute l'année scolaire.

Maintenant, le pourcentage de fréquentation possible dans les mêmes écoles est de 86·18. Ce pourcentage est basé sur le nombre de jours de présence de chaque élève comparé au nombre de jours de fréquentation qu'il aurait pu avoir en ne manquant pas une seule journée durant tout le temps qu'il était inscrit au registre de l'école. Il est clair que les élèves ont perdu en moyenne 13·82 p.c. (100—86·18) du temps qu'ils auraient pu donner à l'école, et c'est ce chiffre qui représente la proportion de leur irrégularité.

Quelques uns des facteurs qui ont eu d'aussi évidents résultats dans l'amélioration de la fréquentation scolaire de l'Ontario doivent être invisibles et si subtils qu'ils sont peu susceptibles d'analyse, comme par exemple, un plus grand intérêt dans l'instruction, l'influence des conditions économiques, etc.

Une grande partie de cette amélioration n'en doit pas moins être attribuée au travail des dirigeants de l'instruction publique. C'est pourquoi il n'est pas hors de propos de donner un résumé historique de l'instruction obligatoire dans la province.

Le système scolaire de Ryerson comportait l'instruction obligatoire. En 1891, la loi de l'amélioration scolaire exigeait que les parents profitassent de l'instruction gratuite et envoyassent les enfants de 7 à 12 ans à l'école au moins quatre mois par année. En 1881, cinq ans après la retraite de Ryerson, une loi d'instruction obligatoire était adoptée, permettant d'exiger que les enfants de 7 à 13 ans fréquentent les écoles au moins 11 semaines par année, et autorisant la nomination de surveillants de fréquentation scolaire pour faire appliquer la loi. En 1891, une autre loi était adoptée pourvoyant à la nomination de surveillants de fréquentation scolaire pour assurer la fréquentation de tous les adolescents de moins de 17 ans. En 1912, une loi de la fréquentation des écoles par les adolescents était adoptée, permettant aux surveillants locaux d'user de rigueur pour envoyer à l'école les adolescents. Cette loi a été amendée en 1916, permettant à tout bureau des commissaires d'exiger l'assiduité de tous les adolescents de moins de 17 ans ne jouissant pas d'une exemption, soit à une école du jour soit à une école du soir de la municipalité, par une clause spéciale décrétant que les règlements adoptés par le bureau des commissaires ne s'appliqueraient qu'aux enfants des écoles publiques. L'année 1919 a vu l'adoption de deux lois de fréquentation scolaire: une, la loi de la fréquentation obligatoire, décrétant la fréquentation pendant tout le terme scolaire par tout enfant âgé de 8 à 14 ans ne jouissant pas d'une exemption spéciale, et tout enfant commençant ses classes avant l'âge de 8 ans étant tenu à la même assiduité. Cette loi exigeait la nomination d'un surveillant de fréquentation scolaire. L'autre loi, celle de la fréquentation scolaire des adolescents, exigeait la fréquentation pendant toute l'année scolaire par les adolescents âgés de 14 à 16 ans, qui n'avaient pas encore passé les examens les qualifiant pour l'admission à l'université, à moins d'une exemption spéciale. A ceux qui travaillent, il fallait des permis les autorisant à assister aux classes une partie du temps, soit au moins 400 heures par année, et la municipalité devait donner à ces derniers, l'accommodation scolaire dont ils avaient besoin. (Cette partie de la loi devait prendre effet en 1921). Les adolescents de 14 à 16 ans n'ayant pas fréquenté les écoles durant toute l'année scolaire devaient assister aux classes pendant au moins 320 heures par année entre les âges de 16 à 18 ans (cette clause devait être mise en vigueur avant septembre 1922). Un fonctionnaire provincial de la fréquentation scolaire a été nommé pour commencer son travail en 1920. Le rôle essentiel de ce fonctionnaire est de veiller à ce que tout enfant du district confié à ses soins reçoive les bienfaits d'une instruction régulière. «Généralement, ces officiers ont employé plutôt le tact et la persuasion dans l'accomplissement de leur devoir, au lieu d'user des rigueurs de la loi, pour faire disparaître les causes nombreuses d'école buissonnière. En combattant et faisant disparaître ces causes multiples, ces officiers ont rendu un très grand service public. En 1921-22, seulement 406 cas d'infraction à la loi de fréquentation scolaire ont dû être portés devant les tribunaux. Un autre service de très grande valeur rendu par ces officiers, c'est la prévention de la criminalité juvénile, les jeunes délinquants étant ordinairement victimes d'habitudes résultant de l'irrégularité de leur fréquentation scolaire, ou découlant immédiatement de l'école buissonnière. Un bon surveillant de fréquentation scolaire est toujours prêt à se dévouer chaque fois qu'il s'agit du bien-être de l'enfance. La loi de la fréquentation scolaire des adolescents a confié à ces officiers l'importante responsabilité d'émettre des permis aux adolescents qui doivent rester dans leur famille ou aller travailler. Avant d'accorder un tel permis, l'officier doit se mettre au courant de la situation de famille de l'enfant, de la nature du travail qu'il veut entreprendre et de l'instruction déjà acquise. Il est aussi en position de découvrir si l'enfant a quelques aptitudes ou dispositions spéciales. Ainsi, il est évident que l'officier a des occasions exceptionnelles de guider ces jeunes gens dans le choix d'un métier ou d'une carrière. Dans les district ruraux, ce sont généralement des permis de travailler à domicile qui sont octroyés aux adolescents de quatorze à quinze ans. Dans les municipalités urbaines, ce sont des permis de prendre un emploi. La loi exige maintenant que toute municipalité ayant une population de 5,000 habitants ou plus, donne des cours spéciaux de quelques heures aux adolescents ayant la permission de travailler. Il y a dans la province environ 47 municipalités urbaines auxquelles s'applique cette clause de cours spéciaux pour les apprentis. Dans certains centres, on affirme avec assurance que tous les adolescents jusqu'à l'âge de seize ans suivent toutes les classes dans leur totalité, et pour cette raison les classes pour heures réduites ne sont pas nécessaires.¹ Il n'y a aucun doute que l'enseignement manuel ou agricole dans les écoles élémentaires a aussi contribué pour beaucoup à l'amélioration de la fréquentation scolaire. Cet aspect de la question est étudié ci-dessous dans une revue de ces deux activités pédagogiques.

Distribution par âge et par degré.—En 1921, on a commencé à recueillir dans la province, des statistiques sur la classification des élèves suivant l'âge, le sexe et le degré. Un tableau de cette classification dans les écoles secondaires a été publié dans les Statistiques de l'Instruction Publique au Canada, 1921. Un tableau semblable couvrant l'année 1922 est donné page 112 et des tableaux de classification d'après l'âge et le degré, et d'après l'âge, le sexe et le degré et selon qu'ils sont dans des cités, villes ou villages, sont donnés pages 94, 97 et 104. Pour plus d'uniformité et plus spécialement pour diminuer l'espace requis par la traduction, le mot «degré» est substitué aux devisions senior et junior de chaque «livre». Il est à espérer qu'il sera possible de se procurer sous peu des statistiques semblables sur les écoles rurales.

Instituteurs.—Le personnel enseignant employé au cours de l'année² dans les écoles de jour a été de 16,204 instituteurs ou institutrices, dont 12,556 dans les écoles publiques; 1,848 dans les écoles séparées catholiques; 1,302 dans les instituts collégiaux et les hautes écoles; 286 dans les écoles de continuation et 212 dans les écoles d'apprentissage de jour. C'est une augmentation de 535 dans le total du personnel enseignant des écoles élémentaires et une augmentation de 135 dans le nombre des instituteurs. Ces derniers étaient au nombre de 1,641, ou 11.39 p.c. de l'ensemble. L'année précédente, ils représentaient 10.85 p.c. de l'ensemble. Le personnel enseignant des écoles de continuation avait 74.82 p.c. d'institutrices; les institutrices représentaient 52.92 p.c. de tout le personnel enseignant des hautes écoles et des instituts collégiaux. C'est une augmentation du pourcentage des femmes dans les deux catégories d'enseignement. Le nombre d'instituteurs porteurs de brevets de deuxième classe était de 10,589 en 1922, et de 10,133 en 1921. Pendant la même période le nombre de certificats temporaires a diminué de 257, ou plus de 20 p.c. (Pour statistiques complètes sur les qualifications et traitements des instituteurs, voir page 130).

NOTE.—On peut trouver une preuve de cet intérêt du public dans les paroles suivantes d'un fonctionnaire provincial: «On trouve partout un désir plus grand de bénéficier davantage des facilités scolaires maintenant à la disposition de tous, sentiment qui se manifeste par une plus grande assiduité. On en a la preuve dans la nomination de surveillants de fréquentation par les bureaux de commissaires dans les territoires sans organisation municipale, où de telles nominations ne sont pas obligatoires, et dans la nomination de surveillants supplémentaires de fréquentation scolaire par les autorités locales de deux comtés qui possédaient déjà le personnel obligatoire. En 1921, 62 de ces fonctionnaires ont été nommés; en 1922, les commissions scolaires ont porté le nombre de ces nominations à 99. Dans les comtés mentionnés ci-dessus, 13 bureaux locaux ont nommé des surveillants locaux pour suppléer le travail de ceux du comté. Non seulement l'inscription scolaire est plus forte que jamais, mais le chiffre de la fréquentation, comparativement à celui de l'inscription, est le plus élevé qui se soit vu dans l'histoire de la province. L'augmentation totale dans les inscriptions des écoles primaires et secondaires a été de 29,944 au cours de l'année, et l'augmentation dans la fréquentation quotidienne a été de 52,393».

¹Voir rapport du surveillant provincial de la fréquentation scolaire, 1922.

²Année civile pour les écoles élémentaires, année scolaire 1921-22 pour les écoles secondaires. Les chiffres des écoles secondaires, pages 76, 80 et 130 sont pour janvier, 1923.

Formation des instituteurs.—La formation des instituteurs dans l'Ontario est sous le contrôle d'un directeur de l'enseignement pédagogique. Sa direction s'étend sur le collège de l'Instruction Publique qui compte 631 élèves inscrits; 7 écoles normales avec une inscription de 1,815 élèves et 12 écoles modèles avec 616 inscriptions. L'inscription aux différents cours donnés dans les institutions de préparation à l'enseignement est comme suit:

Cours de pédagogie—Régulier.....	70	Au collège de l'instruction publique.
D'été.....	58	Au collège de l'instruction publique.
Cours d'assistant de haute école.....	205	Au collège de l'instruction publique.
Cours de science ménagère.....	18	Au collège de l'instruction publique.
Cours élémentaire d'arts.....	23	Au collège de l'instruction publique.
Cours élémentaire de culture physique.....	138	Au collège de l'instruction publique.
Cours de première classe.....	331	Aux écoles normales.
Cours de deuxième classe.....	1,475	Aux écoles normales.
Cours primaire d'école maternelle.....	385	40 aux écoles normales et 315 aux cours spéciaux d'été.
Cours de troisième classe.....	276	Aux écoles modèles.
Cours pour certificats de troisième classe.....	210	Aux écoles modèles.
Autres cours.....	130	Aux écoles modèles.

Dans son rapport le directeur fait ressortir le fait que le nombre d'instituteurs ou institutrices n'ayant qu'un certificat de troisième classe, quinze ans auparavant, était de 3,500, et celui de porteurs de certificats d'une classe supérieure était de 4,600, alors que maintenant il n'y a que 1,100 porteurs de certificats de troisième classe et 11,500 détenteurs de certificats de classe supérieure. L'an dernier, 276 étudiants se sont inscrits pour la préparation au certificat de troisième classe, alors que les inscriptions aux cours de première et de deuxième classes ont été de 1,800. Il y a aussi augmentation dans le nombre d'étudiants du sexe masculin suivant ces cours; on en compte 92 inscrits aux cours d'instituteur-adjoint de haute école, 98 au cours de première classe, 199 au cours de deuxième classe et 52 au cours de troisième classe. Depuis l'ouverture du collège de l'Instruction Publique, en 1920, le nombre des inscriptions au cours d'instituteur-adjoint de haute école a augmenté de 70 à 205. Ce collège s'efforce maintenant de former des instituteurs pour les classes avancées. En 1922, il a recommandé trois hommes pour le degré pédagogique D et deux pour le degré B. Les inscriptions aux cours d'été pour les degrés B et D ont été de 58 instituteurs lors du terme d'été et de 10 pour le terme régulier. Le nombre total d'inscriptions aux cours qualifiant pour ces deux degrés a été de 156.

Enseignement secondaire.—Il ne faut pas confondre l'enseignement secondaire avec les écoles secondaires. Le tableau 55, page 108 montre que, pour l'année civile 1921, la fréquentation des degrés secondaires a été de 1,875 dans les écoles publiques urbaines, dont 1,575 dans les cités, 80 dans les villes et 220 dans les villages. En plus, il y en a eu 3,260 dans les écoles publiques rurales, et 2,825 dans les écoles catholiques séparées, dont 543 dans les écoles rurales, 2,141 dans les cités, 93 dans les villes et 48 dans les villages. Toutes ces inscriptions sont à ajouter à celles des écoles secondaires qui existent déjà sous quatre noms différents: les écoles de continuation (dispensant l'instruction secondaire aux élèves des villages et des sections rurales); les hautes écoles; les instituts collégiaux et les écoles techniques de jour. Toutes les institutions d'instruction secondaire ont donc eu un total de 60,214 élèves, dont 7,960 dans des écoles élémentaires à classes simples ou multiples, 22,734 dans les instituts collégiaux, 16,671 dans les hautes écoles, 7,505 dans les écoles de continuation et 5,344 suivant la totalité des cours des écoles techniques. Les élèves du deuxième degré dans une école élémentaire sont appelés élèves de cinquième classe. Ces organisations spéciales appelées cinquièmes classes étaient au nombre de 121 en 1921-22 et le nombre d'élèves inscrits était de 1,338, comparativement à 1,001 en 1920-21. Cinq de ces dernières, comptant 74 élèves, étaient attachées à des écoles centralisées, et 98 attachées à des écoles rurales ordinaires. Comme il a déjà été montré, seulement 3,803 des 7,960 élèves de cinquième classe étaient dans des écoles rurales, le reste, soit 4,157, moins 441, appartenant tous aux écoles des cités. Ainsi, on voit que ces élèves de cinquième classe se rencontrent parallèlement aux élèves des instituts collégiaux dans les cités qui ont ces institutions. Cinq cités ont des élèves de cinquième classe dans les écoles publiques et 8 cités en ont dans leurs écoles séparées. La cinquième classe comprend le travail des degrés IX et X et correspond aux premiers éléments de l'enseignement secondaire, sans cependant offrir les mêmes facilités pour les études facultatives, les travaux de laboratoire, etc.

Le tableau suivant donne la distribution des 39,405 élèves des hautes écoles et instituts collégiaux, suivant les occupations de leurs parents:

—	Com- merce	Agricul- ture	Institu- teurs	Autres profes- sions	Arti- sans	Ou- vriers	Autres occupa- tions	Sans occupa- tions	Total
1921-22.....	9,307	10,119	554	1,822	8,149	3,442	4,554	1,458	39,405
1920-21.....	8,118	8,583	529	1,711	7,236	2,813	3,856	1,282	34,128
Augmentation.....	1,189	1,536	25	111	913	629	698	176	5,277
Pourcentage de l'aug- mentation.....	14.6	17.2	4.7	6.5	12.6	22.4	18.1	13.7	15.4

On trouvera à la page 112 la distribution par âge, sexe et degré des élèves des institutions d'enseignement secondaire. Quatre des 47 instituts collégiaux ont donné des cours d'agriculture qui ont été suivis par 355 élèves; 20 ont donné des cours de travail manuel qui ont été suivis par 3,250 élèves; 21 ont donné des cours de science ménagère suivis par 3,435 élèves, et 25, des cours de commerce qui ont été suivis par 1,872 élèves. Des 123 hautes écoles, 17 ont donné des cours d'agriculture qui ont été suivis par 1,068 élèves; 3 ont donné des cours de travaux manuels suivis par 140 élèves; 6 ont donné des cours de science ménagère suivis par 333 élèves, et 19, des cours de commerce suivis par 745 élèves.

Le tableau suivant donne la distribution des 5,344 élèves qui ont suivi en entier les cours des écoles d'apprentissage, selon l'occupation du chef de la famille:

	Com- merce	Agri- culture	Enseigne- ment	Autres profes- sions	Artisans	Ouvriers	Autres occupa- tions	Sans occupa- tion	Total
1921-22.....	1,219	203	57	79	2,008	462	798	518	5,344
1921-21.....	597	144	30	70	959	193	376	231	2,600
Augmentation.....	622	59	27	9	1,049	269	422	287	2,744
Pourcentage de l'aug- mentation.....	104.2	40.9	90	18.9	129.4	140.2	112.2	123.9	105.5

Le tableau suivant donne la distribution des 7,505 élèves des écoles publiques et des écoles de continuation, dans les degrés IX à XI (voir le tableau de la distribution suivant l'âge, le sexe et le degré, page 112) selon l'occupation du chef de la famille:

	Com- merce	Agri- culture	Enseigne- ment	Autres profes- sions	Artisans	Ouvriers	Autres occupa- tions	Sans occupa- tion	Total
1921-22.....	886	3,841	27	248	902	725	733	143	7,505
1920-21.....	686	2,951	30	244	657	553	600	102	5,823
Augmentation.....	200	890	-3	4	245	172	133	41	1,682
Pourcentage de l'aug- mentation.....	29.1	30.2	-10	16.4	37.3	31.1	22.1	40.2	28.9

Il est à remarquer que 3,841, ou 51.1 p.c. des élèves des écoles de continuation sont des enfants de cultivateurs.

En comptant ensemble les élèves de toutes les institutions de l'enseignement secondaire, moins les élèves de cinquième classe, nous avons un total de 52,254 dans les degrés IX à XII, ou suivant des cours techniques. Voici la distribution de ces élèves selon l'occupation du chef de famille:

	Com- merce	Agri- culture	Enseigne- ment	Autres profes- sions	Artisans	Ouvriers	Autres occupa- tions	Sans occupa- tion	Total
1921-22.....	11,412	14,163	638	2,149	11,059	4,629	6,085	2,119	52,254
1920-21.....	9,401	11,678	589	2,025	8,852	3,559	4,832	1,615	42,551
Augmentation.....	2,011	2,485	49	124	2,207	1,070	1,253	504	9,703
Pourcentage de l'aug- mentation.....	21.4	21.3	8.3	6.1	24.9	30.1	26.4	31.2	22.8

Il ressort de ce sommaire (1) que 27.1 p.c., c'est-à-dire le plus fort groupe d'élèves fréquentant les écoles secondaires, sont des enfants de cultivateurs; que 21.8 p.c., le deuxième groupe en importance, sont des enfants de commerçants; que 21.2 p.c., ou un groupe à peu près égal au précédent, sont des enfants d'artisans; que 8.9 p.c. sont des enfants d'ouvriers; 1.2 p.c. des enfants d'instituteurs; 4.1 p.c. des enfants dont les parents appartiennent à d'autres professions, tandis que le reste, ou 15.7 p.c. sont des enfants dont les parents n'ont pas d'occupation définie ou sont sans occupation. Les cinquièmes classes devraient ajouter 3,803 élèves au nombre d'enfants de cultivateurs suivant des cours de haute école. Il ressort aussi de ce sommaire que l'augmentation de 9,703 dans le nombre des élèves, depuis un an, se répartit de la manière suivante: 25.6 p.c. vient de la classe agricole; 22.8 des artisans; 20.8 du commerce; 11.0 des ouvriers; 1.3 des autres professions; 0.5 de l'enseignement et 18 de parents dont les occupations ne sont pas classifiées ou sont sans occupation.

La distribution par sexe dans les degrés de haute école est un point très important. Le tableau 61, page 112 montre la distribution par sexe dans les écoles secondaires de l'Ontario et des autres provinces où il est possible d'obtenir cette information depuis un certain nombre d'années. Il faut noter que dans le cas de l'Ontario, cette formation n'existe que pour les écoles secondaires. Le tableau de distribution par âge, sexe et degré, page 104 qui est publié cette année pour la première fois permet de donner le sexe des enfants des cinquièmes classes des écoles publiques urbaines. Voici le tableau des chiffres du dernier rapport et ceux de l'année précédente, montrant l'augmentation en un an:

	1921-22		1920-21		Augmentation		Pourcentage de l'augmentation		Total	
	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles	1921-2	1922-3
Ecoles élémentaires publiques urbaines «cinquièmes classes».....	516	1,358	—	—	—	—	—	—	1,875	1,853
Ecoles de continuation.....	3,080	4,425	2,304	3,519	776	906	337	25.8	7,505	5,823
Hautes écoles.....	7,284	9,387	6,102	8,605	1,182	782	194	9.1	16,671	14,704
Instituts collégiaux.....	11,044	11,690	9,119	10,302	1,925	1,388	211	13.5	22,734	19,421
Elèves suivant en totalité les écoles d'apprentissage.....	3,067	2,277	1,927	673	1,140	1,604	592	236.9	5,344	2,600
Total.....	24,991	29,138	19,452	23,099	5,023	4,680	25.8	20.3	54,129	44,404
Elèves des cinquièmes classes dans les écoles publiques rurales.....									3,260	2,217
Elèves des cinquièmes classes dans les écoles séparées.....									2,825	2,088
Total des élèves des degrés secondaires.....									60,214	48,709
Nombre de ceux dont le sexe n'est pas donné.....									6,085	6,158

Ces chiffres semblent démontrer que le nombre des garçons augmente plus rapidement que celui des filles. La forte augmentation des filles dans les écoles d'apprentissage vient du fait qu'une haute école de commerce a été enlevée de la liste des hautes écoles et placée dans celle des écoles d'apprentissage. Cette école était fréquentée par 1,268 élèves, dont 381 garçons et 887 filles, consacrant tout leur temps à leurs classes. L'année précédente le nombre correspondant d'inscriptions était de 1,049, dont 299 garçons et 750 filles. La prépondérance du nombre de filles dans cette école fait paraître hors de proportion leur augmentation dans les écoles d'apprentissage, mais même dans cette école, l'augmentation du nombre des garçons est de 27.4 p.e. et celle des filles est de 18.3%. Les proportions entre garçons et filles seraient probablement moins égales s'il était possible de diviser les 6,083 dont le sexe n'est pas donné; mais la proportion numérique entre garçons et filles dans les degrés secondaires doit être approximativement de 85 à 100 en chiffres ronds. Le tableau 62, page 112 montre l'importance du gain numérique fait par les garçons, car on y voit qu'il y eut une année dans une province où l'on comptait moins d'un garçon pour deux filles. La forte augmentation du nombre des garçons dans les écoles secondaires est due en grande partie aux écoles d'apprentissage, mais d'autres facteurs importants y ont aussi contribué, tels que la loi sur l'immigration des adolescents, l'opinion publique, etc.

Les écoles de continuation ont droit à une mention spéciale parmi les facteurs qui ont contribué à l'augmentation du nombre des inscriptions aux écoles secondaires. En 1921, 17 de ces écoles ouvraient leurs portes pour la première fois; en 1922, on en ouvrait 26. Les écoles de continuation sont divisées en trois classes: «C», écoles avec un seul professeur (c'est-à-dire un instituteur consacrant tout son temps aux travaux de haute école), ou un instituteur y consacrant tout son temps et un autre une partie de son temps; «B» écoles avec deux professeurs; «A» écoles de trois professeurs, ou plus de trois professeurs. Le tableau suivant montre l'expansion de ces écoles et leur avancement d'une classe à l'autre depuis 1918:

ÉCOLES DE CONTINUATION

Classe de l'école	Nombre d'écoles				
	1918	1919	1920	1921	1922
C. Un professeur.....	25	25	23	34	46
C. 1½ professeur.....	8	9	13	11	13
B. Deux professeurs.....	97	101	100	102	103
A. Trois professeurs ou plus.....	3	2	8	12	19
Total des écoles.....	133	137	144	159	191
Total des professeurs.....	244	251	273	297	336

Dans ce tableau il n'est pas tenu compte des écoles de continuation qui ont été élevées au niveau de hautes écoles. En 1920, 4 écoles de continuation sont devenues des hautes écoles; en 1921, 3; en 1922, 5. Le développement normal d'une école semble s'opérer dans l'ordre suivant: une «cinquième classe» d'une école élémentaire devient une école de continuation de la classe «C»; passe successivement dans les classes «B» et «A» et atteint finalement le rang de haute école.

L'implantation de l'instruction secondaire dans l'Ontario date de 1797, alors que le gouvernement impérial approuva la création d'un fonds pour l'avancement de l'instruction et l'établissement d'écoles de grammaire gratuites. En 1807, une somme de £100 était allouée à chacun des huit districts scolaires pour le traitement d'un instituteur. Un bureau, composé d'au moins cinq syndics pour chaque école de grammaire, était chargé de l'engagement des instituteurs et des règlements gouvernant l'école. En 1812, une «Académie» était ouverte à Bath. En 1819 ont été adoptés les premiers règlements de promotion des élèves des écoles élémentaires à l'école secondaire. En 1850 fut adoptée une loi définissant mieux le contrôle de l'enseignement en donnant aux syndics des écoles ordinaires le droit de classer les écoles sous leurs soins en primaires, intermédiaires et hautes, et d'établir une unique école ayant chacune des trois classes précitées. En 1885, Hyerson réussit à enlever au conseil de l'université le contrôle de l'enseignement secondaire pour le confier au surintendant et au conseil de l'Instruction publique dans lequel l'université et le collège avaient des représentants. Un octroi devait être fait à même le fonds des traitements des instituteurs d'écoles de grammaire; le programme des études était tracé par le conseil; le surintendant devait visiter les écoles; les syndics locaux devaient engager les instituteurs et la fréquentation devait être absolument libre.

En 1865, une loi autorisait des allocations aux écoles, basées sur la fréquentation, et les syndics de la municipalité devaient prélever un montant égal à celui versé par le gouvernement. En même temps, la nomination des syndics devait se faire par le mode électif. En 1874, on décrétait la contribution, par cotisation obligatoire, au maintien des hautes écoles; les hautes écoles les mieux organisées devenaient des instituts collégiaux, avaient droit à des allocations plus considérables et le paiement des octrois devait être basé sur les résultats et non sur le chiffre de la population. En 1907 a été établi un système d'écoles secondaires appelées de continuation. Le point de départ de ces dernières était la classe de continuation, degré A, des écoles élémentaires qui étaient déjà au nombre de 27 en 1897, 20 d'entre elles n'ayant qu'un seul professeur et 7 en ayant deux, et l'inscription totale était de 1,275. En 1907, il y avait 91 écoles de continuation (65 avec un professeur, 24 avec deux professeurs, deux avec 3 professeurs et une inscription totale de 3,993 élèves) et en 1921-22 ces chiffres s'étaient transformés en 160 écoles, dont 46 avec un professeur, 102 avec deux professeurs et 12 avec trois professeurs, l'inscription totale étant de 7,505 élèves. Comme il a déjà été dit, ces écoles touchent aux écoles primaires par leur classe de continuation, appelée cinquième classe, et par en haut elles touchent aux hautes écoles dont elles peuvent atteindre le type en s'améliorant et en s'élargissant.

Organisation des écoles rurales—Fusion et centralisation.—(Voir tableau, page 114). Tel qu'exposé plus haut, l'inscription des écoles rurales de l'Ontario, au cours de l'année civile 1921, a été de 235,751 élèves dont 121,592 garçons et 114,249 filles. L'instruction leur a été dispensée dans 5,922 écoles, par 6,871 instituteurs: 717 hommes et 6,154 femmes. De ces écoles, 472 étaient à classes multiples, 328 ayant deux salles de classe, 72, trois salles, 26 quatre salles, et 46, une de quatre salles. Dans toutes les écoles rurales, 155 ont joui de l'inspection médicale; 26, une infirmière avec inspection médicale; 171 l'inspection par une infirmière seulement et 149 l'inspection dentaire. L'inspection par les infirmières a requis un personnel de 23 de ces dernières. Dans les cours spéciaux, 48,956 élèves ont suivi les cours d'agriculture; 15,919 l'entraînement manuel; 9,024 les sciences ménagères et 583 les matières commerciales. Il y avait 5,558 écoles rurales possédant des bibliothèques, formant un total de 1,024,487 volumes. La dépense totale de ces écoles a été de \$10,506,174, soit \$45 par élève inscrit, ou \$69 par unité de fréquentation moyenne.

La moyenne de fréquentation quotidienne dans ces écoles a été de 150,898, ou de 64 p.c. des inscriptions, comparativement à 69-38 p.c. dans toutes les écoles publiques ou séparées. La proportion de l'assiduité réelle par rapport à la fréquentation possible, c'est-à-dire le pourcentage formé par le nombre de jours de présence de chaque élève comparativement au total des jours de fréquentation possible de chaque élève depuis la date de son inscription, ou depuis qu'il a atteint l'âge de fréquentation obligatoire, ou depuis qu'il a laissé l'école, est d'environ 83 p.c., alors que dans les autres écoles publiques ou séparées, il est de 86-18.

Sur 235,751 élèves des écoles rurales, 45,823 étaient dans le quatrième livre, c'est-à-dire, dans les degrés VII et VIII, et 3,803 étaient des élèves de la cinquième classe, c'est-à-dire dans les degrés IX et X. Il a déjà été mentionné que 10,119 des élèves fréquentant les hautes écoles et les instituts collégiaux, 3,841 de ceux fréquentant les écoles de continuation, 203 de ceux fréquentant les écoles d'apprentissage, soit 14,163 en tout, étaient des enfants de cultivateurs. Dans les écoles autres que rurales, les quatrième classes comptaient 65,526 élèves, et les cinquièmes classes, 4,157, sur un total de 349,462. Cela donne 19.5 des enfants des écoles rurales aux quatrième classes, et il n'y a pas de doute que les 19 p.c. des enfants des quatrième classes des écoles urbaines comprend un certain nombre d'enfants de cultivateurs habitant le voisinage immédiat d'un village ou d'une ville. C'est pourquoi la proportion d'enfants prêts à entrer dans les écoles secondaires est plus considérable parmi la population rurale que parmi la population urbaine. Cependant, la proportion d'élèves des écoles rurales suivant des cours de haute école dans toutes les institutions d'enseignement secondaire et les cinquièmes classes, était d'environ 7.2 p.c. (sur un total 235,751—14,163); alors que la proportion des autres enfants était de 11 p.c. (sur un total de 349,462 dans les écoles élémentaires—38,091 dans les écoles secondaires).

Des 4,989 écoles rurales avec un seul instituteur, 4,330 étaient situées dans des comtés et 659 dans des districts. Suivant le rapport du directeur des écoles rurales, la fréquentation moyenne de ces dernières, pour toute la province, a été de moins de 20 élèves par jour, près de 13 p.c. des écoles ayant une fréquentation quotidienne moyenne inférieure à 10 élèves. Dans les 645 écoles qui ont eu une fréquentation moyenne moindre de 10, la moyenne de la fréquentation totale a été de 4,262. Les dépenses encourues pour le maintien de ces écoles ont été de \$18 par unité de fréquentation moyenne, comparativement à \$73 qui est la moyenne calculée sur l'ensemble des écoles rurales. Dans les centres organisés, 272 écoles, avec une fréquentation moyenne de moins de 5, ont reçu en allocations \$19,870, ou \$110.39 par élève, unité de fréquentation moyenne. Dans 499 écoles, avec une fréquentation moyenne de 5 à 10, le montant payé a été de \$190,481, ou de \$19.30 par élève; et dans les 1,381 écoles avec une fréquentation moyenne de 15 ou moins, le montant payé a été de \$346,377, ou de \$23.97 par élève. Dans les 4,330 écoles des centres organisés, la moyenne du montant versé par élève a été de \$11.96. Près d'un tiers des écoles rurales ont eu une fréquentation moyenne de moins de 15, et ces dernières ont absorbé près d'un quart des allocations de la législature.

Ce qui précède devrait donner une idée des écoles rurales. Aussi, ne voit-on de meilleure solution, tant pour l'économie que pour l'efficacité des écoles, qu'une organisation tendant de près ou de loin au fusionnement. Les principaux obstacles à la réalisation de ce projet de fusionnement se trouvent dans les conditions topographiques et les dépenses capitales. Il y a aussi à lutter contre les préjugés que soulèvent toute innovation. L'organisation qui s'occupe du projet suggère de commencer par un examen minutieux de chaque comté afin de déterminer quelles écoles il serait plus facile de grouper au point de vue économique. Là où le fusionnement n'est pas possible, il pourrait être pris des mesures mettant l'instruction secondaire et l'enseignement technique à la portée de tous les enfants des sections rurales. Ceci peut être fait, (1) en organisant le transport des élèves des écoles de continuation ou des hautes écoles; (2) en établissant des écoles rurales de continuation à des points stratégiques où d'autres écoles secondaires ne sont pas accessibles, avec des départements d'agriculture, de sciences ménagères et un système de transport. Il serait alors possible d'établir sur des bases pratiques des cours partiels pour les élèves ruraux. Dans la plupart des cas le personnel régulier pourrait être complété par un corps d'instituteurs mobiles pour les spécialités, l'apprentissage, etc. (1)

Le fusionnement des écoles a été autorisé par une loi adoptée en 1899 et la même année voyait l'établissement d'une première école centralisée à Guelph. En 1919, il ne s'en était établi que huit. Une autre loi a alors été adoptée concernant ces écoles. Cette législation permettait de diviser une section scolaire, une partie pouvant se fusionner avec la section voisine, alors que l'autre partie pouvait garder son identité. Les allocations aux écoles fusionnées doivent être au moins égales à la somme de ce que recevaient séparément chacune des écoles englobées dans la fusion, et quand il faut des instituteurs supplémentaires, l'école a droit à autant de fois l'allocation d'un instituteur principal qu'elle compte d'unités combinées, en plus d'une allocation pour un instituteur adjoint pour tout autre instituteur supplémentaire. En 1920, il y avait en existence dix de ces écoles centralisées. En 1921, le ministère de l'Instruction publique créa un directeur de l'organisation scolaire rurale. Son premier rapport, d'un grand intérêt, se trouve à la page 42 du rapport du ministre de l'Instruction publique pour 1922.

On peut voir à la page 113 le terrain parcouru par ce système de fusionnement des écoles dans l'Ontario. On y constate qu'il y a eu 16 fusions, englobant 60 districts. L'inscription totale est de 2,031 élèves dont 946 sont transportés. La fréquentation moyenne varie de 76 à 97 p.c. de l'inscription; trois écoles ont une moyenne de 76 p.c., ou de moins de 80 p.c.; 7 ont une moyenne de plus de 80 p.c. et moins de 90 p.c., et 5 dépassent 90 p.c. Les dépenses totales ont été de \$120,264. Onze de ces écoles donnaient des cours de haute école, trois d'entre elles ayant cinq instituteurs de haute école consacrant tout leur temps aux matières d'enseignement secondaire, et un instituteur donnant la moitié de son temps à ces mêmes matières; huit écoles avaient des salles communes et dans deux cas seulement le traitement des instituteurs était inférieur à \$1,000; 8 étaient outillées pour l'enseignement de l'agriculture; 6 pour l'enseignement des travaux manuels; 10 pour l'enseignement des sciences ménagères et 4 pour l'enseignement de la musique. La plus longue route pour le transport des élèves à l'école était de 7 milles et la plus courte, de 1½ mille.

Enseignement agricole, industriel, technique, etc.—L'enseignement des arts et métiers dans les écoles comprend les matières suivantes: 1, éléments d'agriculture; 2, travaux manuels et sciences ménagères dans les écoles ordinaires; 3, enseignement industriel et technique dans les écoles d'apprentissage; 4, travaux de laboratoire en agriculture et sciences appliquées.

Cours élémentaires d'agriculture.—Au cours de l'année, il y a eu 1,672 écoles publiques à classe unique et 74 écoles séparées à classe unique, donnant des leçons d'agriculture. Attachés à ces classes il y avait respectivement 1,084 et 439 jardins privés et 588 et 35 jardins scolaires. La même année 250 écoles publiques et 51 écoles séparées à classes multiples ont donné des cours d'agriculture, cultivant 105 et 51 jardins privés et 145 et 23 jardins scolaires. Le nombre d'écoles publiques et séparées se qualifiant pour avoir droit aux octrois, est donné, pour chaque type d'école, à la page 118. On y verra que leur nombre a monté de 4 en 1903, à 2,047 en 1922, et que les jardins scolaires qui étaient au nombre de 208 en 1914, étaient au nombre de 796 en 1922. Depuis 1915, le nombre de hautes écoles se qualifiant pour l'octroi a augmenté de 11, sans terrains, à 30 en 1922, dont 27 avec des terrains. Le nombre d'élèves suivant les cours d'agriculture dans les écoles publiques ou séparées en 1921 a été de 70,700; dans les écoles de continuation, de 186; dans les hautes écoles et les instituts collégiaux, de 1,423. Des détails complets sont donnés à la page 117. L'organisation de l'exposition pour écoles est confiée aux représentants du ministère de l'Agriculture qui coopèrent avec les instituteurs et les inspecteurs. Il y avait 50 de ces derniers en 1922. Il y avait 87 inspecteurs d'écoles publiques ou séparées possédant leur certificat intermédiaire en agriculture. Les cours sont donnés au Collège d'Agriculture de l'Ontario et sont de deux stages de cinq semaines chacun, deux étés consécutifs. Ces cours ont été institués en 1913, et depuis 1914, 166 instituteurs se sont qualifiés pour le certificat intermédiaire en agriculture, dont 33 en 1922. Dans les écoles normales, les instituteurs qui se préparent aux brevets de première classe ou de deuxième classe suivent des cours réguliers d'agriculture et reçoivent aussi un certain entraînement dans l'enseignement des choses agricoles. A cette fin, 23 écoles sont affiliées aux écoles normales. En 1922, les cours d'été du Collège d'Agriculture de l'Ontario ont été suivis par 471 étudiants, dont 4 étaient des inspecteurs. La même année, 118 élèves ont suivi les cours d'été du Whitby Ladies College, 33 ceux de la Northern Academy à Monteith et 64 ceux de l'Ecole Agricole de Kemptonville.

Sciences ménagères.—Cet enseignement se fait par centralisation. Une pièce est outillée dans une école assez centrale et les enfants des autres écoles y viennent à des périodes déterminées. Dans les grandes écoles les professeurs de travaux manuels et de sciences ménagères sont à leur enseignement toute l'année, enseignant alternativement dans plusieurs classes. Les professeurs de sciences ménagères sont formés au Collège of Education qui donne un cours spécial d'un an complet aux étudiants possédant déjà un certificat de capacité de deuxième classe. Des cours sont aussi donnés à l'Institut Macdonald, de Guelph, qui accorde des certificats de compétence.

(1) Rapport du directeur de l'organisation des écoles rurales, 1922.

Jusqu'à présent, la seule formation qui existe pour les professeurs de travaux manuels est dans les cours d'été. Il y avait autrefois des classes au Collège d'Agriculture de l'Ontario. Chaque année, il se donnait, en été, deux cours de travaux manuels et un cours de sciences ménagères. Ces cours, qui se donnaient en juillet et août, duraient cinq semaines. A titre d'expérience, on a commencé, depuis deux ans, à donner un cours tous les samedis, pendant toute l'année. Les étudiants qui suivent ces cours fréquentent ensuite l'école d'été de Toronto et commencent immédiatement dans la deuxième partie du programme et peuvent obtenir un certificat élémentaire en un an. En 1919, les arts manuels et les sciences ménagères étaient enseignés dans 198 écoles rurales; en 1920, dans 308 et en 1921-22, dans 420.

Dans toutes les écoles du jour, sans compter les écoles d'apprentissage, l'entraînement manuel a été donné à 126,834 élèves, et les sciences ménagères ont été enseignées à 79,200 élèves. La répartition de ces cours est donnée en tableau, page 116.

Enseignement technique et industriel.—Ces cours rudimentaires d'agriculture, de travaux manuels et de science ménagère, dont il a été question déjà ne doivent pas se confondre avec ce qui est appelé dans l'Ontario l'enseignement technique et industriel. Ces cours sont intercalés dans le programme scolaire ordinaire, ou bien ils consistent en un cours d'été de courte durée, ayant pour but de former les instituteurs qui enseigneront ces matières dans les écoles ordinaires. Il n'est pas toujours facile, en décrivant l'enseignement agricole de différencier entre l'instruction des écoles normales ordinaires, celles des collèges d'agriculture et celle des différentes écoles d'agriculture. Tout de même, il est à peu près exact de dire que l'instruction donnée dans les cours d'été des différentes écoles d'agriculture, ou les cours du samedi, etc., dans les écoles normales, a pour but de former des inspecteurs et des instituteurs qui auront la direction de cet enseignement dans les écoles ordinaires et non pas dans les écoles d'apprentissage. Les commentaires faits jusqu'à présent sur les travaux manuels et les sciences ménagères s'appliquent seulement aux écoles ordinaires et aux instituteurs qui y enseignent. D'un autre côté, l'enseignement technique est tout à fait distinct et se donne dans des écoles dites techniques ou industrielles. Les écoles industrielles de jour sont sur le même niveau que les écoles secondaires, et le nombre des élèves qui les fréquente doit s'ajouter à ceux des écoles secondaires. Les élèves qualifiés pour l'admission à la haute école sont admis aux cours complets, ceux qui durent toute la journée, des écoles techniques ou commerciales; les élèves qualifiés au moins pour le degré IX ou X sont admis à des cours généraux, spéciaux ou partiels dans une école soit industrielle, soit ménagère, ou une haute école d'agriculture, ou à un cours spécial ou partiel dans une haute école commerciale ou technique. Ceux qui travaillent le jour peuvent être admis aux écoles d'apprentissage du soir s'ils sont assez avancés pour y recevoir l'enseignement donné. Les écoles d'apprentissage de jour comprennent donc tout l'enseignement technique donné le jour, moins (1) les travaux manuels et les sciences ménagères tels qu'enseignés dans les écoles élémentaires ordinaires, les écoles normales et les écoles d'agriculture; (2) l'enseignement des matières agricoles dans les écoles ordinaires et dans les hautes écoles d'agriculture; (3) tout enseignement technique, agricole ou industriel au-dessus des écoles secondaires. Pendant l'année scolaire 1921-22, les écoles d'apprentissage de jour ont été fréquentées par 5,344 élèves—3,067 garçons et 2,277 filles—dont 2,722 étaient pour la première fois admis à une école secondaire. Dans 4 de ces écoles, il y a eu 574 élèves—251 garçons et 323 filles—ne suivant qu'une partie des cours. Dans 8 des écoles d'apprentissage de jour, il y a eu 1,604 élèves spéciaux—540 garçons et 1,064 filles—Le programme d'enseignement comprend outre les matières académiques ordinaires aux hautes écoles (anglais, histoire, etc.), 50 sujets techniques différents touchant divers métiers ou occupations. Il faut noter que les sujets commerciaux et les sciences ménagères sont compris dans ce programme. Dans 55 écoles d'apprentissage du soir, il y a eu 32,545 élèves—14,652 garçons et 17,893 filles. Un des renseignements intéressants donnés par le directeur de l'enseignement technique, c'est que sur ces 32,545 élèves, 20,963 étaient nés au Canada; 9,038 étaient nés dans les Iles Britanniques, et 2,544 venaient de différents pays. Le personnel enseignant se composait de 212 professeurs employés en permanence et 60 employés une partie de leur temps, dans les écoles du jour, et 1,075 professeurs dans les écoles du soir.

Le directeur de l'enseignement industriel et technique dirige aussi la formation de professeurs pour l'enseignement des arts et métiers. Le deuxième terme annuel de l'école d'été tenue à cette fin à Toronto, du 3 juillet au 4 août, avait en inscriptions 17 instituteurs de première année et 13 de seconde année; 73 institutrices de première année et 42 de seconde année. Les étudiants de seconde année étaient ceux qui avaient complété avec satisfaction les cours du premier terme, donnés en 1921. Les étudiants de première année se divisaient en trois groupes: 1, ceux qui enseignaient un métier ou une matière technique et qui avaient un certificat temporaire; 2, autres personnes dûment qualifiées, se destinant à l'enseignement dans les écoles d'apprentissage; et 3, les institutrices ayant déjà leur certificat de sciences ménagères et désirant suivre un cours pratique de couture. Les cours partiels s'expliquent par la nécessité de satisfaire aux prescriptions de la loi sur l'instruction des adolescents, dont il est fait mention à la page 27.

Les cours de science ménagère ont d'abord été créés comme facultatifs en 1894, puis rendus obligatoires en 1897. L'agriculture, à titre d'essai, a été introduite dans le programme des études de la 4^{ème} et de la 5^{ème} classes, en 1891; dès 1899, elle devenait obligatoire dans toutes les écoles, sauf dans les écoles urbaines. La même année, les matières commerciales ont été incluses dans le programme de la cinquième classe et des classes inférieures et les travaux manuels laissés facultatifs dans ces mêmes classes. En 1902, à la fin des dons de sir William Macdonald pour l'enseignement des travaux manuels, le gouvernement a tracé un programme pour cet enseignement et a fait des règlements concernant les certificats des professeurs dans ces matières. Un directeur de l'enseignement technique et un directeur de l'enseignement agricole ont été nommés en vertu d'une loi adoptée en 1909. La loi de l'enseignement industriel adoptée en 1911 donnait aux municipalités le pouvoir d'établir des écoles pour l'enseignement technique et de prélever une taxe pour leur maintien. Un peu plus tard, en 1913-4, une loi autorisait la subvention de ces écoles par la province. En 1915, quarante-deux de ces écoles avaient été établies—

seulement deux municipalités urbaines d'une population dépassant 800 âmes n'en avaient pas établi alors que plusieurs villes plus petites, qui étaient des centres industriels, en étaient dotées. Il y avait, cette année-là, 7 écoles du jour (4 écoles avec un programme technique complet et 3 étaient des classes d'enseignement technique dans de hautes écoles). En 1919, la province a participé à l'octroi du gouvernement fédéral en faveur de l'enseignement technique. En 1921, une loi était adoptée permettant de prélever au moyen de taxes les fonds nécessaires à l'accommodation et à l'instruction de tous les élèves dûment admis dans les écoles suivantes: écoles industrielles; 2, de science ménagère; 3, de métiers; 4 hautes écoles techniques; 5, hautes écoles d'agriculture; 6, hautes écoles commerciales. (Pour statistiques complètes de l'enseignement technique, voir page 117).

Inspection médicale.—Le rapport du directeur médical de la division de l'hygiène scolaire mentionne qu'il existe actuellement vingt unités (y compris deux commençants avec la nouvelle année en 1923) formées d'une combinaison d'écoles rurales ou urbaines pour l'emploi des services permanents d'une infirmière à l'école. Il y a actuellement dans la province 63 centres pourvus d'une infirmerie ouverte en permanence, employant 6 médecins, 12 dentistes et 95 infirmières.

Classes auxiliaires.—Il y a maintenant dans la province d'Ontario 74 classes auxiliaires pour les enfants infirmes ou dont l'intelligence est appréciablement au-dessous de la normale, comparativement à 43 qui étaient en existence en 1921. Un règlement a été adopté récemment pourvoyant à la formation d'une classe spéciale dans toute section scolaire, en tout ou en partie rurale, contenant plus de 12 enfants sub-normaux. Les règlements ont aussi pourvu à assurer deux instituteurs à toutes les classes ayant plus de 28 élèves. Le ministère fait faire gratuitement le relevé de tous les districts où les commissaires désirent établir des classes d'entraînement. Au cours de l'été 1922, 57 instituteurs et institutrices ont subi avec succès leurs examens d'aptitude pour enseigner dans les classes auxiliaires. Le rapport de l'inspecteur des classes auxiliaires contient un item intéressant qui est en même temps une information importante: c'est qu'avec le temps, les instituteurs ordinaires seront aptes à faire l'épreuve de la capacité mentale des enfants au moins dans les degrés préliminaires. L'importance de cette découverte, non seulement au point de vue de la recherche de tous les cas psychopathiques, mais comme un contrôle des épreuves, ne pourra probablement se manifester complètement que dans quelques années. Les 74 classes auxiliaires de l'Ontario comprennent les classes en plein air; les classes d'ambulance; les classes pour les myopes; les classes pour les sourds-muets et les classes pour les retardataires.

C'est en 1907 que le ministère a commencé à s'occuper de l'inspection médicale des écoles; la ville de Toronto avait déjà adopté ce système depuis quelque temps. En 1914, une loi était adoptée permettant aux commissions scolaires de pourvoir aux frais de l'inspection médicale et dentaire. En 1918, une autre loi permettait l'organisation de l'inspection médicale dans les écoles rurales. Jusqu'à présent deux comtés seulement ont mis à profit la permission donnée aux écoles rurales et des petits centres urbains, mais dans toutes les cités, le système est en vigueur. La même année, des règlements spéciaux étaient adoptés pourvoyant à l'inspection médicale des écoles séparées. En 1919, le ministre de l'Instruction publique recevait le pouvoir de nommer des fonctionnaires chargés spécialement de l'inspection médicale et dentaire des écoles publiques et séparées, et de distribuer des octrois aux classes auxiliaires. La même année, un arrêté ministériel nommait un dentiste, trois femmes médecins et trois infirmières d'école pour procéder à l'inspection médicale et dentaire dans les écoles de l'Ontario. Cette même année vit l'inauguration des premiers cours d'été pour les infirmières scolaires. En 1921, le ministère nomma un inspecteur médical en chef et une infirmière en chef des écoles.

Une loi de 1914 pourvoyait à l'établissement de classes auxiliaires. Une première école pour la formation des maîtres et maîtresses de ces classes fut ouverte par le ministère en 1915, et une autre en 1919. En 1920, il y avait aussi en existence 50 autres classes qui peuvent dans un certain sens être comptées parmi les auxiliaires.

Enseignement supérieur.—Outre l'université d'Etat de Toronto, ses universités fédérées et un collège affilié, il existe quatre autres universités et 13 autres collèges. Le nombre d'étudiants inscrits dans les 7 universités, pour l'année 1922, a été de 12,724, dont 2,764 dans les cours préparatoires, et 678 comptant deux fois puisqu'ils étaient déjà inscrits dans quelques unes des universités fédérées, et 2,637 inscriptions dans les autres institutions affiliées. Cependant, ces institutions sont des écoles secondaires privées et leurs inscriptions ne sont pas comprises dans celles des collèges affiliés, à l'exception de 233. Dans les 14 collèges techniques ou professionnels affiliés, il y a eu 5,018 étudiants, dont 639 dans les cours préparatoires. Ceci donne 17,724, moins 911 inscriptions en double dans les collèges et universités, et 3,403 dans les cours préparatoires, soit un total net de 13,428 étudiants dans les matières purement universitaires. Les dépenses de l'année ont été de \$5,159,406. Les recettes ont été de \$4,798,526, dont \$2,324,029 en subventions du gouvernement, et \$1,067,388 en contributions des élèves.

Ecoles privées.—Le nombre des inscriptions dans les écoles privées élémentaires et secondaires a été de 8,138, dont 2,995 garçons et 5,143 filles. Ces écoles privées sont au nombre de 380. On remarquera à la page 161, la répartition de ces 8,138 élèves par degré, âge et sexe. L'analyse de ces institutions d'après le nombre des élèves résidents se trouve à la page 157. Les tableaux couvrant les collèges commerciaux sont aux pages 163 à 165. Le nombre d'étudiants dans les 38 collèges commerciaux ayant fait rapport est de 12,229.

Coût de l'instruction.—Au cours de l'année, il a été dépensé \$36,739,564 pour l'instruction publique. De cette somme, \$2,454,018 ont été contribués par le gouvernement et \$34,285,546 par les contribuables, etc.; le traitement des instituteurs a absorbé \$15,473,049; l'enseignement secondaire a absorbé \$7,024,771, dont \$3,563,079 pour le traitement des instituteurs. Dans le chiffre global il faut inclure \$237,000 en subventions du gouvernement aux universités. Les chiffres correspondants de l'année précédente sont: dépenses totales, \$30,626,435, dont \$1,612,837 contribués par le gouvernement et, \$29,013,837 par les contribuables, etc.; \$13,070,038 en traitements du personnel enseignant; l'enseignement secondaire a absorbé \$5,409,923, dont \$3,042,891 pour le traitement des instituteurs. Les octrois du gouvernement aux universités se sont montés à \$771,000. Pour détails complets sur les recettes et déboursés voir page 140. Le tableau ci-dessous montre les fluctuations des dépenses et recettes:

MANITOBA

Sommaire de toutes les institutions d'enseignement.—Au cours de l'année scolaire 1921-22, les inscriptions dans toutes les institutions d'enseignement du Manitoba ont été au nombre de 151,845¹, dont 136,876 dans les écoles élémentaires ou secondaires sous le contrôle administratif; 790² dans les écoles normales; 3,507 dans les écoles d'apprentissage du jour; 2,295 dans les écoles d'apprentissage du soir; 158 dans l'école pour les sourds, à Winnipeg²; 49 dans l'école des aveugles de Brantford, Ont.; 2,426 dans l'université de la province; 1,634 dans les collèges, dont 111 déjà comptés comme universitaires; ce qui donne un total de 3,949 pour les collèges et universités; 1,928 dans les collèges commerciaux; 697 dans les écoles privées élémentaires et secondaires⁴; et 1,804 dans les écoles pour Indiens.

Cette population scolaire disposait de 1,936 écoles élémentaires ou secondaires avec 3,782 classes ou départements et 3,893 instituteurs ou institutrices; 5 écoles normales avec 11 professeurs y consacrant tout leur temps; 20 écoles d'apprentissage avec 45 professeurs réguliers et 85 autres n'y donnant qu'une partie de leur temps; 1 école pour les sourds à Winnipeg, avec 18 professeurs; une école pour aveugles à Brantford, Ontario, où sont envoyés les pupilles du Manitoba, après entente entre les deux gouvernements provinciaux; une école industrielle pour les jeunes délinquants à Portage la Prairie, avec 4 professeurs; une université provinciale avec un personnel enseignant de 153; 2 collèges affiliés (le collège de Brandon est affilié à l'université McMaster, de l'Ontario et le collège Wesley à l'université du Manitoba); 2 collèges exclusivement théologiques; une école de droit et un collège d'agriculture affiliés à l'université provinciale, tous ces collèges possédant un personnel enseignant de 115; 9 collèges commerciaux privés faisant rapport, avec un personnel enseignant de 68; 6 écoles privées élémentaires ou secondaires faisant rapport, avec un personnel de 38 maîtres ou maîtresses, et 46 écoles pour les Indiens. (Voir le tableau 2, page 81).

Ecoles publiques élémentaires et secondaires: inscriptions.—Des 136,876 élèves des écoles élémentaires et secondaires, 126,147 étaient dans les degrés primaires et 10,729 dans les degrés secondaires. Leur accommodation consistait en 3,000 classes, avec 126,147 élèves des degrés primaires et environ 1,029 élèves des degrés secondaires; 95 écoles intermédiaires (c'est-à-dire écoles ayant un professeur de haute école) avec 2,080 élèves suivant des cours de haute école; 38 hautes écoles (écoles ayant deux professeurs de haute école) avec 76 classes et 2,091 élèves dans les degrés supérieurs; 5 hautes écoles junior, couvrant les degrés VII, VIII et IX) avec 970 élèves dans les matières de haute école; 5 écoles collégiales (ayant chacune 3 professeurs de haute école, ce qui fait 15), avec 456 élèves dans les matières de haute école, et 11 instituts collégiaux avec 4,103 élèves dans les classes de haute école.

L'augmentation dans l'ensemble des inscriptions sur l'année précédente a été de 7,861, ou de 6.1 p.c., et dans les degrés secondaires, de 2,078 ou 24.5 p.c. Pour la progression des inscriptions d'année en année, voir le tableau, page 84.

Fréquentation moyenne.—Le chiffre de fréquentation moyenne de l'année a été de 95,433, soit une augmentation de 9,296, ou de 10.8 p.c. sur l'année précédente. Il est à remarquer que, depuis les provinces de l'Atlantique, en se dirigeant vers l'ouest, on a constaté une succession ininterrompue d'augmentations dans la moyenne de la fréquentation scolaire. Cette moyenne dans le Manitoba a été de 69.72 p.c. du chiffre des inscriptions, comparativement à 66.76 p.c. l'année précédente. Le tableau qui fait suite à ce résumé fait ressortir les fluctuations tant des inscriptions que de la fréquentation, depuis 1917. Si on prend note du grand nombre de districts isolés dans la province, ce qui contribue à diminuer de beaucoup le coefficient de la fréquentation scolaire, on arrive à la conclusion qu'un pourcentage de 70 est un très beau résultat. La fréquentation moyenne étant le facteur le plus important des progrès de l'instruction, il est intéressant d'étudier le tableau, page 85 donnant la fréquentation par périodes, dans chaque province, afin d'y découvrir les causes et les raisons susceptibles d'influencer le coefficient de fréquentation dans les différentes provinces et en différentes années. Il est aussi intéressant de passer en revue les tableaux donnant la fréquentation réelle et la fréquentation possible en Ontario et en Saskatchewan, ce qui permet de se former une idée du temps perdu par l'irrégularité pure et simple, et la proportion perdue par les entrées tardives ou par les sorties prématurées. Dans le tableau des périodes de fréquentation, consacré au Manitoba, on voit que la plus forte contribution au volume des irrégularités vient du groupe de ceux qui ont fréquenté les classes moins de 50 jours, ou moins de 2½ mois. Les chiffres qui suivent expriment en pourcentage de l'inscription totale le nombre d'élèves ayant fréquenté l'école pendant des périodes déterminées:

Fréquentation	Pourcentage du total des inscrits					
	1917	1918	1919	1920	1921	1922
Moins de 50 jours.....	17	16	21	19.5	15	15
De 50 à 100 ".....	20	16	22	18	14	12
" 100 à 150 ".....	20	21	41	22	19	18
" 151 à 175 ".....	26	28	2	23	30	34
" 176 à 200 ".....	18	17	14	19	19	18
200 jours et plus.....	4	2	-	0.5	2	2

¹Sans double emploi.—Voir page 74.²Inclus des élèves de la Saskatchewan et de l'Alberta.—Voir page 74 et 130.³Inclus 138 inscrits plus d'une fois.⁴Voir note 22, page 74.

Ces chiffres ne donnent malheureusement pas une juste idée de la tendance, à cause des chiffres de 1919 qui sont grandement affectés par l'épidémie d'influenza. Tout de même, il semble bien établi: (1) que le groupe d'élèves fréquentant les classes moins de 50 jours dans l'année maintient sa proportion. Il est probable que ce groupe se compose en majorité de jeunes élèves faisant leurs débuts scolaires à la fin du printemps. Le nombre des inscrits de moins de 7 ans a été de 12,574. (2) Que le groupe de 100 à 150 jours et les groupes de 176 jours ou plus sont restés à peu près stationnaires. En d'autres termes, l'amélioration n'a pas été assez forte pour entamer le groupe de 5 à 7 mois de fréquentation, ni pour augmenter la proportion du groupe qui va à l'école toute l'année.

Plusieurs raisons militent contre une parfaite assiduité scolaire; citons comme exemple en 1921-22, la maladie, qui a été cause que 284 écoles ont été fermées pendant une partie de février. L'amélioration constatée dans les autres groupes peut sans doute s'expliquer par de meilleures conditions économiques, mais il faut aussi y ajouter la force de l'opinion publique qui est de plus en plus favorable à l'instruction, et les lois de scolarité obligatoire, de mieux en mieux obéies. Les statistiques de l'instruction publique de l'an dernier montraient que le chiffre des inscriptions de 1921 était de 5.41 fois celui de 1891, et que le chiffre de la moyenne de fréquentation s'était multiplié par 6.93, alors que le chiffre de la population ne s'était multiplié que par 4. Les chiffres de 1922 sont, pour les inscriptions 5.74, et pour la moyenne de fréquentation, 7.68 fois ceux de 1891. Le tableau 87 montre que la progression n'a guère varié avec les périodes de prospérité ou de dépression. Parmi les facteurs les plus importants qui ont contribué à une meilleure fréquentation scolaire en ces dernières années, comme le faisait remarquer le rapport de l'an dernier, il faut compter: (1) l'organisation des écoles; (2) une efficace propagande dans les familles d'origine étrangère; (3) la centralisation des écoles; (4) l'application des lois d'instruction obligatoire; (5) l'introduction des travaux manuels et des cours d'apprentissage dans les classes d'adolescents. On voit page 92 l'augmentation dans les inscriptions d'enfants de treize ans ou plus. La plus grande assiduité d'élèves du même âge dans les écoles centralisées comparées aux écoles à classe unique (voir pages 99 et 114) montre jusqu'à quel point on peut améliorer la fréquentation en rendant l'école plus attrayante pour les adolescents.

Parmi tous les facteurs mentionnés, les lois d'instruction obligatoire n'occupent pas la dernière place. On peut voir, dans l'introduction, page 179, quelle est la sévérité de ces lois. Il y a maintenant 194 districts qui emploient des surveillants d'assiduité scolaire, soit une augmentation de 24 depuis le dernier rapport. Au cours de l'année, ces surveillants ont fait 17,922 visites aux parents ou tuteurs des enfants.

Age, degré, sexe.—Les derniers renseignements sur ces particularités datent de 1921. On trouvera, pages 98 et 105 la répartition par écoles des villes, grandes écoles à classes multiples, petites écoles à classes multiples, écoles à classe unique, écoles centralisées, et répartition par sexe. Comme dans toutes les autres provinces, l'inégalité numérique des sexes est très prononcée. Le rapport annuel du surintendant des écoles de Winnipeg contient une foule de détails intéressants au point de vue de l'analyse. Outre la répartition par âges et par degrés, il donne: (1) la division par sexes dans les différents degrés; (2) la répartition par sexes et par âges; (3) la fréquentation par périodes; (4) les inscriptions et la fréquentation par mois, montrant les variations périodiques; (5) le coefficient de la fréquentation dans chaque degré; (6) les retraits au cours de l'année de même que la destination des élèves retirés; (7) le nombre de ceux qui sont promus dans chaque degré au cours de l'année. Dans son dernier rapport, il donne les retraits par sexe, par âge et par degré, en chaque mois de l'année. Tous ces renseignements ajoutés aux rapports des médecins inspecteurs, y compris ceux des oculistes, des dentistes et du psychiatre, forment d'année en année un dossier nouveau et d'une très grande importance pour le monde pédagogique. Comme les inscriptions des écoles de Winnipeg atteignent un chiffre de 38,198, ou 28 p.c. du total de toute la province, les conclusions particulières qu'on en peut tirer, peuvent, vu l'importance du groupe, prendre une signification générale aux yeux des spécialistes de l'enseignement et de la pédagogie. En étudiant ces rapports, on constate que, depuis 1915, le nombre d'élèves retirés de l'école a diminué graduellement et d'une manière sensible. Une des plus belles marques de progrès dans les écoles de la ville est la diminution du nombre des élèves retardataires du degré I.

Personnel enseignant.—Le nombre d'instituteurs et institutrices employés au cours de l'année a été de 3,893. Le nombre des instituteurs comparativement à celui des institutrices, semble augmenter rapidement. En 1916, il était de 1 à 5.1; en 1917, 1 à 4.9; en 1920, 1 à 4.2; en 1921, 1 à 3.7; et en 1922, 1 à 3.2. Les instituteurs et institutrices de première et de seconde classes étaient au nombre de 1,871 en 1916, et en 1922, ils étaient au nombre de 2,630, tandis que le nombre des instituteurs de troisième classe allait en diminuant, surtout depuis un an, leur nombre étant tombé de 1,296 en 1921 à 1,183 en 1922. Le nombre d'instituteurs enseignant avec un permis a diminué de 89, ou de 27 p.c. au cours de l'année. Il est bon de noter ici que le diplôme de troisième classe au Manitoba n'est accordé qu'après le degré XI, et que la seule différence entre le diplôme de deuxième classe et celui de troisième classe réside dans la durée de la formation professionnelle. (Voir les conditions auxquelles les diplômes sont décernés dans le pliant, à la page 128). Depuis 1914-15, le département tient un bureau de placement pour instituteurs, et par son intermédiaire, 776 vacances ont été remplies au cours de l'année, ce qui est une augmentation de 385 sur la première année de son existence.

Formation des instituteurs. — Comme on peut le voir, page 137, par le tableau des statistiques des écoles normales, il y avait 790 élèves dans les 5 écoles normales du Manitoba. De ce nombre, 70 se préparaient au diplôme de première classe; 368 à celui de deuxième classe et 352 à celui de troisième classe. Le personnel enseignant se composait de 17 professeurs. Ces écoles avaient à leur disposition pour la pratique de la pédagogie, l'école modèle avec 8 classes, et 4 autres écoles.

Les premières écoles normales du Manitoba ont été établies en 1882; une à St-Boniface, par le Bureau Catholique et une à Winnipeg, par le Bureau Protestant. En 1905, on établissait à Brandon, Portage La Prairie, Manitou et Dauphin, des écoles pour la formation d'instituteurs, mais ne donnant que des diplômes inférieurs. Antérieurement la formation des jeunes instituteurs et institutrices incombait aux inspecteurs. En 1906, une nouvelle école normale était construite à Winnipeg, à laquelle était adjointe une école modèle avec 7 classes, pour l'exercice des futurs maîtres et maîtresses. En 1913, la durée du cours de formation normale a été portée de 11 à 15 semaines. Il y avait aussi un cours complet d'un an pour permettre aux porteurs de certificats de première ou de deuxième classe, sans qualifications professionnelles, de compléter leur cours normal en un seul stage. En 1919, une entente était conclue entre les provinces des prairies par laquelle un certificat académique du degré XI et 33 semaines d'école normale donnait droit à un diplôme de deuxième classe reconnu dans les trois provinces. En 1920, la législature créait un bureau de médiation pour se prononcer sur tous les conflits et malentendus survenant entre les instituteurs et les bureaux de commissaires. La même année, on abolissait l'honoraire que chaque instituteur avait été tenu de payer au bureau de placement.

Commencée en 1916, l'habitude de certains districts de fournir un logement confortable pour induire les instituteurs à se fixer en permanence dans la province a contribué pour beaucoup à assurer la stabilité des maîtres et maîtresses dans les sections rurales. En 1921, il y en avait 246 fixés dans les districts ruraux; 42 dans les villages et bourgs et 5 dans les villes. En 1910, on a inauguré une série d'excursions d'instituteurs (le mouvement de « la poignée de main à travers les mers » devenu aujourd'hui la « Ligue d'Outre-mer ») et en trois ans, entre six et sept cents instituteurs et institutrices, plus de la moitié étant du Manitoba, ont profité de l'occasion pour se familiariser avec les institutions britanniques.

Enseignement secondaire. — Tel que déjà mentionné, les élèves des degrés secondaires reçoivent leur instruction dans les écoles élémentaires, intermédiaires ou hautes, dans les départements et les instituts collégiaux. Ainsi, des 10,729 élèves dans les degrés secondaires, 1,029 suivaient des écoles élémentaires et 9,700 des écoles secondaires, qui embrassent depuis l'école intermédiaire avec un seul maître disponible pour les matières de haute école, jusqu'à l'institut collégial avec au moins 4 maîtres pour l'enseignement de matières de haute école.

L'organisation de l'enseignement secondaire a commencé en 1882, quand un département collégial a été adjoint aux écoles de Winnipeg. Brandon et Portage la Prairie n'ont pas été lents à emboîter le pas. En 1889, des départements intermédiaires, jouissant d'octrois spéciaux, étaient formés pour la dissémination de l'instruction secondaire dans les centres plus petits. En 1904, des hautes écoles étaient établies dans tous les centres où le bureau local pouvait employer au moins deux instituteurs à l'enseignement exclusivement secondaire. En 1912, on nommait un inspecteur des hautes écoles, la besogne qui lui était dévolue ayant été faite par les commissaires jusqu'à cette date. Jusqu'à 1912, il y avait deux cours distincts de haute école: un qui donnait droit à un diplôme non professionnel d'enseignement, suivi par environ 60 pour cent des élèves, et l'autre conduisant à l'immatriculation universitaire. En 1913, des changements faits au programme permettaient aux élèves de suivre un cours combiné aboutissant à l'immatriculation et au diplôme. Les examens des élèves des hautes écoles étaient faits par le département, et l'université acceptait les certificats du département. En même temps, certaines matières des degrés IX et X étaient rayées du programme d'examen, les notes données aux élèves par leurs maîtres, en ces matières, en tenant lieu. En 1914, la Manitoba Educational Association nommait un comité pour reviser le programme des études secondaires. Ce comité recommanda que la connaissance d'une seule langue étrangère, au lieu de deux, fût reconnue comme suffisante pour l'admission à l'université. En 1919, l'université se conforma à cette recommandation.

Le résultat de ce changement, d'après le rapport de l'inspecteur des écoles secondaires, a été de donner plus de temps pour l'étude des sciences, de l'anglais, de l'histoire et même pour l'unique langue étrangère qui, de ce fait, offre moins de difficultés. En 1918, on fondait, à Stonewall, une haute école junior, couvrant les degrés VII, VIII et IX, ce dernier étant strictement de haute école. En 1920, une deuxième haute école junior était établie à Winnipeg. En 1921-22, il y avait 5 de ces hautes écoles avec 970 élèves inscrits.

Organisation des écoles rurales. — L'organisation scolaire rurale du Manitoba se compose: (1) des écoles ordinaires à classe unique sous le contrôle d'un bureau composé de trois syndics; (2) des écoles de districts municipaux; (3) des écoles de districts fusionnés, et (4) des écoles rurales à classes multiples autres que les écoles centralisées et les écoles de districts municipaux. En 1922, il y avait un district municipal composé de 12 anciens districts, avec 4 écoles à classes multiples et 4 écoles à classe unique. Il y avait en tout 13 classes et 469 élèves, dont 403 dans les écoles à classes multiples; pour le transport des élèves, il y avait en service 32 voitures. Il y avait 106 centralisations résultant de la fusion de 289 districts et portions de 27 autres districts. De ces écoles centralisées, 90 étaient à classes multiples et 16 à classe unique; le nombre des classes était de 340, en tout et celui des élèves, 12,948, dont 12,254 dans les écoles à classes multiples. Le transport des élèves employait 335 voitures. Neuf écoles centralisées employaient une infirmière. Un technicien en agriculture était aussi employé. Les autres écoles à classes multiples étaient au nombre de 134, avec 394 classes et 15,070 élèves en tout. De ces dernières, 6 employaient un dentiste et 55, une infirmière. Onze spécialistes en travaux manuels et sciences ménagères étaient aussi employés. Attachés à ces écoles, il y avait 225 clubs de garçons ou filles. La régularité de la fréquentation scolaire dans les districts municipaux et les districts centralisés suffirait à elle seule à justifier ces organisations, puisque dans les premiers, elle a été de 78.23 pour cent et dans les seconds, de 72.74 pour cent. On peut voir, page 105, comment cette distribution d'âge et de degré se compare avec celle des écoles à classe unique.

La centralisation scolaire dans le Manitoba mérite une mention spéciale parce qu'elle y a depuis longtemps passé la phase expérimentale et a donné les résultats les plus satisfaisants. Ses succès sont encore plus intéressants quand on tient compte des multiples obstacles qu'elle eut à surmonter. Le mouvement a commencé en 1885, alors que le district de Shane s'est fusionné avec Virden et que le district de Dawson s'est uni à celui de Holland. L'expérience semble avoir eu du succès dès le début. En 1912, un fonctionnaire était engagé pour s'occuper d'organisation et surtout de propagande. Comme on l'a vu, la centralisation n'est pas l'unique remède destiné à l'amélioration des conditions dans les écoles rurales. En 1919, le premier surintendant des écoles municipales était nommé à Minotota. Ses fonctions correspondent à celles du surintendant des écoles d'une ville. Ce mouvement n'est pas encore sorti de la phase expérimentale dans Manitoba. Il est en pratique dans la Colombie Britannique depuis 1906.

Enseignement technique. L'enseignement technique (expression impropre employée faute de mieux, pour établir la distinction avec l'enseignement académique) couvre deux champs distincts d'activité, dont les buts sont différents, mais si semblables dans la forme qu'il n'est pas toujours possible d'en tenir des statistiques séparées. Ce sont (1) les travaux manuels et la science ménagère enseignés dans les écoles élémentaires et (2) le commerce, l'agriculture et la mécanique qui sont enseignés dans le but de développer chez les enfants leur future vocation. La ligne de distinction ne dépend pas du caractère de l'école où les cours sont donnés, mais le point de démarcation est probablement à la fin des degrés VI ou VII, où aucune qualification académique n'est exigée pour l'admission à un cours technique. Dans les degrés élémentaires les plus avancés, et dans les hautes écoles ordinaires, on peut considérer les cours techniques comme des cours d'apprentissage, et dans le cas des cours commerciaux, comme étant distinctement professionnels, tandis que dans les écoles du soir et dans les écoles techniques spéciales secondaires de presque toutes les provinces, ils peuvent être considérés comme préparatoires à l'apprentissage, ou absolument d'apprentissage, selon l'âge de l'élève. Dans certaines provinces, tout l'enseignement technique du soir est considéré comme d'apprentissage et de ce fait tombe sous la loi fédérale de l'enseignement technique. Dans la plupart des provinces, les cours d'apprentissage ou de préparation à l'apprentissage, à l'exception des cours d'agriculture, tombent sous cette loi.

Les statistiques de tous les aspects de l'enseignement technique au Manitoba sont données en page 118. A noter en particulier l'item I donnant le travail ordinaire des écoles et l'item 6 donnant les entreprises à l'école ou à domicile.

L'enseignement technique comme préparation à un métier existe depuis longtemps au Manitoba. Dès 1818, on avait commencé de donner des leçons d'agriculture dans une école française ouverte à Pembina, et en 1829, quand Angélique Nolin prit la direction de la première école de filles de la colonie, elle ajouta le maniement du métier à tisser aux choses pratiques qui y étaient déjà enseignées. En 1833, une école expérimentale pour l'enseignement de l'agriculture aux indigènes était fondée à l'endroit appelé aujourd'hui St-Eustache, et en 1833, une deuxième école de ce genre était établie au confluent de la rivière Winnipeg et de la rivière aux Anglais. Une école de tissage, sous la direction de deux maîtresses, fut ouverte en 1828. En 1820, les colons écossais ouvrirent une école où, dès 1822, on enseignait les sciences ménagères, outre les sujets académiques.

En 1901, les écoles élémentaires et intermédiaires de Winnipeg ajoutaient à leur programme régulier, des cours de travaux manuels pour les garçons, et de sciences ménagères pour les filles. Dans l'hiver de 1907, on inaugurait les premières classes du soir. En 1910 étaient donnés les contrats pour la construction de deux écoles techniques à Winnipeg. Les instituts collégiaux se sont ainsi transformés en instituts techniques donnant des cours d'apprentissage le soir, et de travaux manuels, et de sciences ménagères aux élèves réguliers de la haute école, le jour. Depuis le commencement du siècle, on a stimulé l'enseignement de l'agriculture dans toutes les écoles et à partir de 1913, on a exigé que tous les instituteurs de deuxième classe suivissent des cours spéciaux au Collège d'Agriculture. Ce collège a été fondé en 1903 et en 1921 il comptait 839 élèves. En 1913, la province a mis à profit l'aide du gouvernement fédéral à l'enseignement agricole. En 1918, il y avait des classes du soir dans 30 centres en dehors des villes. En 1919, la province voulut aussi profiter de la loi fédérale venant en aide à certaines catégories de l'enseignement technique. Cette aide s'appliquait aux cours commerciaux donnés dans les écoles ordinaires, mais n'affectait pas l'enseignement agricole.

Inspection médicale.—Le tableau de la page 120 montre que, en 1921, l'inspection médicale était établie dans 7 centres différents, employant 1 médecin tout le temps; 3 médecins une partie du temps; 1 dentiste tout le temps; 11 dentistes une partie du temps; 54 infirmières et un psychiâtre. Il y avait en existence 19 cliniques dentaires et 2 cliniques d'optique. Le nombre d'élèves examinés a été de 49,407, dont 20,810 avaient besoin d'un traitement, et 6,673 ont été traités.

Classes spéciales.—Sur le nombre d'élèves examinés, les médecins en ont désigné 103 nécessitant un mode spécial d'enseignement, parce qu'ils étaient mentalement anormaux. Les classes spéciales pour anormaux, au nombre de 18, ont eu, en 1921, 360 élèves. Il y avait aussi 3 classes pour retardataires pas nécessairement considérés comme tarés. En vertu d'une entente avec le gouvernement de l'Ontario, les aveugles du Manitoba sont éduqués à Brantford, Ontario, qui en a reçu 49 en 1922. Les jeunes délinquants sont éduqués à l'école industrielle de Portage la Prairie, qui avait 98 pensionnaires en 1922.

L'inspection médicale a été introduite dans les écoles de Winnipeg en 1909, deux médecins y consacrant toutes leurs matinées ainsi que trois infirmières. Lors de l'organisation d'un bureau provincial de santé, des arrangements ont été faits entre le département de santé et celui de l'instruction pour conjuguer leur action dans les écoles. Le Bureau de Santé chargea un certain nombre d'infirmières de faire une campagne d'éducation et en 1916, le Bureau de Santé faisait donner par des sommités médicales une série de conférences aux candidats-instituteurs. La même année, le personnel médical du bureau de Winnipeg était porté à 24. En 1917, le bureau de Brandon s'assurait les services d'une infirmière spécialisée venant du Bureau de Santé, pour examiner les enfants, et en même temps, faisait faire l'examen de la vue. Cette même année, le nombre d'infirmières de la Santé Publique était augmenté, et ces dernières visitaient 28 nouveaux centres, examinant 7,500 enfants, chez 40 pour cent desquels elles relevèrent des déficiences de la vue, de l'ouïe, etc. Une clinique dentaire vint s'ajouter au système d'inspection médicale des écoles de Winnipeg, avec un dentiste en chef comme inspecteur, et trois ou quatre dentistes y consacrant la moitié de leur temps. En 1918, 438 districts scolaires en dehors des villes avaient l'inspection médicale comme partie de leur organisation. Le personnel médical de Winnipeg fut réorganisé, avec un département dentaire et des classes sur la dentition dans quatre différents milieux de la ville. Le traitement des dents était gratis pour les nécessiteux. Le nombre des infirmières fut porté à 10. A Brandon, 7,907 enfants furent examinés et 1,143 furent traités par les dentistes, tandis que 2,500 étaient examinés par les infirmières de la Santé Publique. En 1919, la province avait 49 infirmières se consacrant entièrement à ce travail et 43,950 enfants étaient examinés une fois alors que 6,960 étaient soumis à deux examens. Un département de psychose fut adjoint au tribunal des jeunes délinquants et 100 enfants furent examinés. En 1920, on ajoutait au personnel médical des écoles deux oculistes, et un spécialiste en épreuves mentales ou intellectuelles. En 1921, 31,740 enfants furent examinés, ce qui nécessita l'emploi constant de 50 infirmières. A Winnipeg, il y eut 565 examens spéciaux d'élèves retardataires.

En 1914, le département fit une enquête pour s'assurer du nombre d'enfants qui pourraient bénéficier d'une école spéciale pour les anormaux. Une classe préparatoire pour élèves affectés d'une tare physique ou mentale fut ouverte dans une des écoles de Winnipeg. Des classes spéciales pour les enfants de langue étrangère avaient aussi été ouvertes, de même que pour les filles d'un âge déjà assez avancé, mais n'étant pas encore dans les degrés où se donnent ordinairement les cours de science ménagère. En 1918, Brandon organisa des classes séparées où tous les retardataires d'une même école étaient confiés à un seul maître. En juillet 1918, le président du Comité National Canadien de l'Hygiène Mentale fut prié par la « Welfare Commission » du Manitoba, de faire une enquête sur la condition des aliénés et des faibles d'esprit dans la province. Cette enquête fut commencée en octobre, sous l'égide du gouvernement provincial. On peut lire ses conclusions dans le « Canadian Journal of Mental Hygiene », livraison d'avril 1919. Un tribunal pour les enfants faisant l'école buissonnière ou jeunes délinquants de toute sorte fut établi en 1909, de telle sorte que les délits qui étaient autrefois déferés aux tribunaux ordinaires et punis comme s'ils eussent été des crimes, sont maintenant du ressort d'institutions de bienfaisance et traités comme des défaillances ou des faiblesses qu'il convient plutôt de corriger que de punir. En 1910, la province a établi à Portage la Prairie une maison de correction et de discipline. Un département pour les enfants négligés a été établi en 1909. Au nombre des institutions et sociétés de la province s'occupant des enfants délaissés ou indigents de la province, il y avait 4 sociétés d'aide aux enfants, un refuge d'enfants et 4 orphelinats. Entre ses occupations multiples, le service des enfants négligés, procède à la visite des enfants vivant avec des parents adoptifs ou avec des beaux-parents et surveille les petits vendeurs de journaux.

Terrains de jeux.—Comme accessoire de l'inspection médicale et de tout ce qui est fait pour la cause de l'hygiène et de la santé dans les écoles, il convient de mentionner tout spécialement l'œuvre de la nature physique et celle des terrains de jeux. La callisthénie a été adoptée il y a déjà plusieurs années, et comme dans toutes les autres provinces, elle a reçu une vigoureuse impulsion lors de la fondation Strathcona, en 1911. Le mouvement en faveur des terrains de jeux a commencé à Winnipeg en 1907, quand la ville a donné aux enfants le libre accès des parcs scolaires pendant les vacances et leur a fourni des moniteurs de jeux. Ce mouvement en faveur des terrains de jeux va grandissant et le tableau de la page 124 en donne des statistiques complètes pour certaines villes.

Enseignement supérieur.—Le nombre d'étudiants inscrits à l'université de la province, pour l'année, a été de 2,426—1,836 jeunes gens et 590 jeunes filles; aux 5 collèges, 1,634—906 jeunes gens et 728 jeunes filles. On trouvera les détails complets du personnel de l'université aux pages 142 à 147; des collèges, aux pages 148 à 156. A noter, le tableau montrant les différentes classes des collèges de la province.

Écoles privées.—Le nombre d'élèves inscrits aux écoles privées était de 697—191 garçons et 506 filles. Ces écoles privées, étaient au nombre de 6. Le tableau 116, page 161, donne la classification de ces 697 élèves par degré, âge et sexe. La répartition par lieu de résidence est à la page 157. Le tableau des collèges commerciaux se trouve page 163. Le nombre des élèves dans les 9 collèges ayant fait rapport est de 1,928—845 garçons et 1,083 filles.

Coût des écoles.—L'instruction publique a coûté \$13,564,824 pour l'année. De cette somme, \$1,058,292 a été fourni par le gouvernement et \$12,506,532 par les contribuables, etc.; \$5,016,903 a été payé en traitements au personnel enseignant. La contribution de la province comprend un octroi de \$372,128 à l'université. Les chiffres correspondants de l'année précédente étaient: dépenses totales, \$13,079,205; contribué par le gouvernement, \$822,186; par les contribuables, etc., \$12,257,019; octroi du gouvernement à l'université, \$212,998. Pour détails complets des recettes et dépenses, voir le tableau 93.

SASKATCHEWAN

Population scolaire.—Au cours de l'année scolaire 1921-22, il y a eu dans toutes les institutions d'enseignement de la Saskatchewan 215,453 élèves ou étudiants, dont 183,329ⁱ dans les écoles publiques ou séparées (élémentaires ou de continuation); 5,627 dans les hautes écoles ou instituts collégiaux; 2,667 dans les écoles d'agriculture non assimilées aux collèges; 1,779 dans les écoles techniques non assimilées aux collèges; 1,462 dans les écoles normales et autres institutions pour la formation d'instituteurs; 47 dans l'école des sourds à Winnipeg; 27 dans l'école des aveugles à Brantford, Ont.; 1,040 dans les universités, outre les 14,778 suivant des cours d'agriculture par correspondance; 90 dans les collèges; 649 dans les collèges commerciaux privés; 2,514 dans les écoles privées, élémentaires ou secondaires; 1,444 dans les écoles indiennes. Dans les collèges et universités de la province, il y avait 151 étudiants venant des provinces voisines, tandis que 734 étudiants de la province fréquentaient des collèges ou universités dans d'autres parties du pays. L'augmentation sur l'année précédente (1921) n'est pas très prononcée pour deux raisons: il ne s'est écoulé que six mois entre les deux rapports, la statistique de 1921 étant calculée sur l'année civile 1921, et celle de 1922 sur l'année scolaire 1921-22, terminée avec juin 1922. Cela n'empêche pas qu'il y a beaucoup de comparaisons intéressantes entre les statistiques des deux années mises en regard l'une de l'autre, pour chaque type d'école, page 95.

Écoles élémentaires et secondaires sous le contrôle administratif.—Les 183,941 élèves inscrits dans les écoles élémentaires et secondaires sous le contrôle administratif étaient répartis entre les différents types d'école de la manière suivante: 98,643 dans les écoles rurales à classe unique; 3,618 dans les écoles rurales à classes multiples, autres que les écoles centralisées; 3,817 dans les écoles centralisées; 21,338 dans les écoles des cités; 19,973 dans les écoles des villes; 30,925 dans les écoles des villages; 994 dans les hautes écoles; 4,633 dans les instituts collégiaux. Il y avait 4,522 districts d'écoles élémentaires publiques avec 173,899 élèves et 22 districts d'écoles élémentaires séparées avec 4,409 élèves (voir tableau 2, page 81).

Moyenne de fréquentation.—La moyenne de fréquentation quotidienne en 1922, a été: dans les écoles primaires publiques et séparées, 115,253, et dans les écoles secondaires, 4,469, soit un total de 119,042, comparativement à 117,391 pour l'année civile 1921 et 106,997 pour l'année civile 1920. Ceci donne 64·63 p.c. du total des inscriptions, comparativement à 63·73 en 1921 et 61·4 en 1920. Le changement du terme couvert par la statistique donne une excellente occasion d'étudier la régularité de fréquentation. Comme le faisait remarquer le rapport de l'an dernier, la Saskatchewan a adopté une méthode par laquelle il est possible de mesurer les fluctuations de l'assiduité scolaire mieux que par les moyennes et les pourcentages ordinaires. Cette méthode donne le nombre exact de jours de présence de chaque élève ainsi que le nombre des journées scolaires depuis la date de son entrée jusqu'à celle de sa sortie. Comme on l'a vu pour la province d'Ontario, qui suit aussi cette méthode, le temps perdu par l'élève pendant cette période de fréquentation possible est attribué à l'irrégularité pure et simple, due, soit à une courte maladie, soit aux intempéries, à la négligence, etc. Le temps perdu au cours de toute l'année scolaire ou bien durant la période d'ouverture de l'école est attribuable à toutes les causes, en incluant les entrées en retard, les sorties prématurées, les longues maladies, etc. En basant la moyenne de fréquentation quotidienne sur le nombre de jours pendant lesquels les écoles ont été ouvertes (laissant de côté le temps perdu par la fermeture des écoles) nous avons les résultats suivants pour les écoles publiques et séparées:

$$66\cdot91 \text{ pour } 100 = 100 \times \frac{\text{Somme totale des jours de présence.}}{\text{Somme totale de jours de fréquentation possible, les écoles étant ouvertes.}}$$

$$83\cdot9 \text{ pour } 100 = 100 \times \frac{\text{Somme totale des jours de présence.}}{\text{Total possible des jours de présence pendant que les élèves figuraient au cahier d'inscriptions.}}$$

Le total des jours de présence possible basé sur l'inscription est de 79·7 p.c. du temps pendant lequel les écoles ont été ouvertes.

Cette proportion soustraite de 100 donne 20·3, ce qui est le pourcentage du temps pendant lequel les écoles ont été ouvertes, qui a été perdu par les élèves soit par la rentrée en retard, une sortie prématurée, etc.

Mais (100—66·9) 33·1 du temps pendant lequel les écoles ont été ouvertes a été perdu, pour une raison ou une autre.

La perte de temps par l'irrégularité des enfants fréquentant l'école a donc été de 12·8 pour cent.

Sur cette base, on peut établir entre les différents types d'école la^a comparaison qui suit:

	Ecoles rurales	Ecoles de village	Ecoles de ville	Ecoles de cité	Total
Pourcentage de la perte de temps quand les écoles étaient ouvertes—toutes causes.....	39·14	31·99	26·22	26	33·1
Pourcentage de la perte de temps par les élèves inscrits.....	14·94	9·77	9·1	11·25	12·8
Pourcentage de la perte de temps par entrées en retard ou sorties prématurées.....	24·20	21·22	17·1	14·75	20·3
Nombre de jours perdus par irrégularité pure et simple.....	28	20	18	22·5	24·
Nombre de jours perdus par entrées en retard ou sorties prématurées	45	43	34·5	29·5	38
Moyenne du nombre de jours de classe.....	187·7	204	200	199·9	189·3

Ces chiffres font ressortir quelques points intéressants. On y voit que: (1) le temps perdu par ce qui peut s'appeler irrégularité pure et simple n'atteint pas la moitié de celui perdu par les entrées en retard ou les sorties prématurées. Il n'y a pas de doute que les entrées tardives sont en grande partie celles des jeunes enfants qui font leurs débuts scolaires à la fin du printemps. Le tableau 19 montre qu'en 1921-22, 17,429 des 184,000 élèves et étudiants de la Saskatchewan étaient des enfants de six ans ou moins. (2) Que l'irrégularité est relativement peu considérable dans les villes et villages, mais très prononcée dans les campagnes et les cités. Ceci s'explique facilement.

DEGRÉ, ÂGE ET SEXE.—La répartition par degrés des élèves des écoles élémentaires et secondaires de la Saskatchewan était comme suit:

	Maternelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
Garçons.....	980	25,470	11,696	12,691	12,505	9,218	7,139	4,125	5,344	2,237	1,112	850	220	93,587
Filles.....	997	22,326	10,640	11,828	11,969	8,746	7,004	4,247	6,116	2,884	1,670	1,449	292	90,228
Total.....	1,977	47,796	22,336	24,519	24,474	17,964	14,203	8,372	11,460	5,121	2,782	2,299	512	183,815

LES ÂGES des élèves inscrits pendant l'année civile 1921 offrent la comparaison suivante avec l'année scolaire 1921-22:

	Moins de 5 ans	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 et plus	Total
1921.....	170	3,827	14,369	21,327	21,733	20,555	19,386	17,948	17,311	16,639	13,514	8,067	4,819	2,673	1,293	592	212	334	184,824
1922.....	130	3,178	14,121	21,877	21,788	20,639	19,372	18,053	17,359	16,283	13,348	7,974	4,464	2,424	1,230	555	223	308	183,815

LES DEUX MÊMES ANNÉES offrent la comparaison suivante au point de vue du degré médian de chaque âge:

	5 ans	%	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1921.....	1.36	1.51	1.78	2.24	3.33	4.17	4.88	5.79	6.5	7.57	8.40	9.07	10.26	11.02	11.33	11.43	11.30
1922.....	1.39	1.49	1.65	2.29	3.01	3.84	4.73	5.31	6.33	7.02	8.48	9.11	10.11	10.7	11.00	11.34	11.33

LE POURCENTAGE de la distribution à un certain âge était comme suit (l'âge de 13 ans a été choisi ici parce que les âges plus bas sont trop affectés par les entrées en retard ou les sorties prématurées).

Proportion, en pourcentage du total, des élèves âgés de 13 ans dans chaque degré.

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Degré médian
1921.....	1.8	1.9	5.7	12.6	16.6	19.2	15.5	19.9	5.8	0.9	0.1	-	100	6.5
1922.....	1.9	2.7	6.7	13.6	18.2	21.4	14.7	16.7	3.7	0.4	-	-	100	6.33

TABLEAU COMPARATIF des progrès des garçons et des filles de 13 ans en 1922. Les différences entre les degrés sont plus forte que ne l'indiquent les moyennes.

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Grade médian
Garçons.....	185	258	604	1,219	1,611	1,765	1,137	1,248	285	30	4	—	8,346	6.11
Filles.....	221	171	479	998	1,340	1,719	1,259	1,482	324	40	4	—	7,937	6.44

MOYENNE COMPARATIVE de fréquentation entre cités, villes, villages et régions rurales, pour enfants de 13 ans.

	I	II	III	IV	V	VII	VII	VIII	Total	Grade médian
Écoles rurales.....	241	337	850	1,687	1,987	2,114	1,321	1,262	9,709	5.9
De villages.....	38	44	107	280	432	429	365	371	2,372	6.5
De villes.....	32	29	82	144	302	491	184	369	1,564	6.4
De cités.....	15	19	44	100	230	390	526	285	1,609	6.9

Le relevé de l'âge des commençants, dans les degrés I et VIII, sur 19,081 entrées, donne les pourcentages suivants:

Degré	Moins de 5 ans	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
I.....	18.5	32.2	30.3	10.4	3.4	1.7	1.3	1.0	0.5	0.4	0.4	0.1	.05	.03	.03	100
VIII.....	—	—	—	—	—	0.4	2.3	12.6	2.3	29.5	16.7	6.6	2.8	.07	0.7	100

On trouvera aux pages 95, 100 et 105 les tableaux où ont été puisés les chiffres ci-dessus. Ils offrent un intérêt particulier parce qu'ils donnent l'exacte distribution de tous les élèves (à l'exception d'un petit nombre dont l'âge et le degré ne sont pas spécifiés), par sexe et par type d'école, dans la troisième province canadienne. La comparaison entre les chiffres de l'année civile 1921 et de l'année scolaire 1921-22 a cet avantage particulier de signaler de quelle manière est affectée la distribution quand on passe de l'année civile à l'année scolaire qui se termine aux vacances d'été. Il n'y a pas de doute que l'âge de 13 ans pris comme exemple, a, en 1922 une signification différente de celle qu'il avait en 1921. La plus grande différence viendrait du fait que les élèves se rapportant en juin sont à la fin du terme et du degré, alors que ceux qui sont rapportés en décembre n'ont que quatre mois dans les mêmes degrés. Pour cette raison, il serait plus juste de comparer l'âge de 13 ans en 1922 à l'âge de 12 ans en 1921, et cela donnerait les progrès accomplis par ceux qui étaient à l'âge de 12 ans entre janvier et juin. Une telle comparaison donne les chiffres suivants:

	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
1921: Pourcentage du total à l'âge de 12 ans, dans tous les degrés.....	2.7	3.7	9.4	19.5	21.6	20.7	11.6	9.2	1.5	0.1	100
1922: Pourcentage du total à l'âge de 13 ans, dans tous les degrés.....	1.9	2.7	6.7	13.6	18.2	21.4	14.7	16.7	3.7	0.4	100

Personnel enseignant.—Le personnel enseignant de la province, en 1922 se composait de 7,225 personnes, dont 1,970 instituteurs et 5,255 institutrices. Les écoles rurales employaient 1,411 instituteurs et 3,279 institutrices; les écoles de villages et villes 454 instituteurs et 1,879 institutrices, les hautes écoles et instituts collégiaux 105 instituteurs et 97 institutrices. La classification et le traitement du personnel enseignant sont donnés dans le tableau 86, page 132.

En 1920, il y avait 1,047 instituteurs ou institutrices nouvellement diplômés; en 1921, le nombre fut de 1,503. La proportion du nombre d'instituteurs ou institutrices recevant leur formation académique en dehors de la province diminue régulièrement. En 1920, cinquante p.c. des instituteurs et institutrices avaient fait leur haute école et leur école normale dans les autres provinces; en 1921, cette proportion était réduite à 43 p.c. Pour montrer qu'il y a progrès constant dans la classification des instituteurs, on rappelle qu'en 1914, année qui donna les plus beaux résultats au point de vue scolaire, le nombre des diplômés de troisième classe vis-à-vis celui des diplômés de première classe était de 1 à 1.09 et en 1920, de 1 à 1.99. La proportion du nombre d'instituteurs comparativement à celui des institutrices, qui diminuait rapidement à mesure que la province se peuplait et que l'instruction publique se développait, et surtout pendant la guerre, alors qu'il y a eu comme en 1918, 1 instituteur contre 5 institutrices, commence à s'améliorer et en 1920 il y avait 1 instituteur pour 3.6 institutrices et en 1921, 1 contre 3.03.

Formation des instituteurs.—En 1922, 1,462 étudiants se préparaient à l'enseignement; 181 se préparaient au diplôme de première classe; 297 à celui de deuxième classe; 491 à celui de troisième classe; 783 fréquentaient l'école normale pour un diplôme de troisième classe temporaire et 310 suivaient des cours abrégés, d'une durée de deux à six mois. Pour être admis à ces cours il fallait avoir au moins un certificat académique de deuxième année de haute école, et à la fin du cours, les candidats recevaient un certificat de troisième classe, valable pour un an. (Voir les conditions de ces certificats, page 128). Il est probable que ces cours abrégés et ces certificats temporaires ne sont que des mesures provisoires auxquelles on cessera de recourir aussitôt qu'il y aura assez d'instituteurs régulièrement qualifiés pour suffire à tous les besoins. Les deux écoles normales régulières de la province sont à Regina et à Saskatoon. Attachée à chacune d'elles, est une école modèle de huit classes. Toutes les institutions pour la formation à l'enseignement ont, pour la pratique et les démonstrations pédagogiques, 10 écoles avec 8 classes chaque. Au nombre des innovations de l'année dans les écoles normales, signalons un cours d'hygiène scolaire par une infirmière d'expérience. L'importance de cette création pourra mieux se réaliser plus tard, quand elle aura porté ses fruits. Dans presque toutes les provinces nous constatons maintenant que l'hygiène et la salubrité scolaires ont acquis une place privilégiée dans la formation du pédagogue, et qu'un vaste champ est ouvert à ceux qui pourront utiliser cette formation à l'observation psychologique des enfants et à leur faire subir des épreuves mentales. Les conventions d'instituteurs, qui ont été au nombre de 42 depuis 1921, et qui ont réuni 2,055 intéressés, ont aussi une grande importance pédagogique. Un autre facteur important dans la formation du personnel enseignant est le cours d'été de l'université, qui est fréquenté par 129 instituteurs, et qui est de plus en plus suivi chaque année. Voir détails, page 2.

La formation à l'enseignement professionnel dans la Saskatchewan, a débuté en 1889, par l'école Union, à Moosomin. En 1893, une école normale était ouverte à Regina. En 1909, une école modèle, avec 21 élèves-instituteurs, était ouverte à Regina, sous l'égide de l'école normale; dans cette école, on préparait les étrangers de 16 à 20 ans à l'enseignement parmi leurs co-nationaux. En 1912, une deuxième école normale a été ouverte à Saskatoon. En 1917, l'université s'est chargée de l'école d'être pour instituteurs, le département payant le voyage de retour et une partie des autres dépenses des instituteurs, complétant d'une manière satisfaisante, un cours qui doit aboutir au diplôme. En 1918, un bureau de placement a été créé pour tenir en contact les syndicats et les instituteurs. En 1919, 735 instituteurs ou institutrices étaient placés par l'intermédiaire de ce bureau. Tel que déjà mentionné, en 1921, une infirmière expérimentée a été ajoutée au personnel enseignant de l'école normale.

Enseignement secondaire.—Les rapports de l'année donne le nombre d'élèves dans les degrés de haute école comme étant de 10,710—4,414 garçons et 6,296 filles. De ce nombre il y avait dans les hautes écoles et les instituts collégiaux, 4,798 élèves—2,032 garçons et 2,766 filles; dans les écoles rurales, 1,037—448 garçons et 589 filles; dans les écoles de villages, 2,578—1,037 garçons et 1,541 filles; dans les écoles de villes, 2,297—897 garçons et 1,400 filles, outre ceux qui suivaient les hautes écoles et les instituts collégiaux. On constate une diminution sur les chiffres de l'année précédente, mais cette rétrogression n'est qu'apparente. Les statistiques de l'année civile précédente comprennent deux groupes d'élèves: (1) ceux qui, ayant débuté en septembre, finissaient en juin de l'année suivante (année statistique); (2) le groupe des élèves commençant en septembre de l'année statistique et devant finir en juin de l'année suivante. Le tableau 44 montre le grand nombre d'élèves des écoles secondaires qui n'appartiennent pas à la province. Fréquemment, ceux-ci changent d'école à chaque mois de septembre, ou pour d'autres raisons, sont comptés deux fois. En somme, le rapport basé sur l'année civile se trouve presque à doubler la population scolaire des institutions secondaires, alors que les rapports basés sur l'année scolaire évitent le double emploi. Les élèves des degrés de haute école, mais ailleurs que dans ces écoles, étaient au nombre de 5,916 en 1922 et de 6,945 en 1921; dans les degrés de haute école et fréquentant les hautes écoles, de 4,798 en 1922 et de 5,807 en 1921.

Un point qu'il est important d'établir clairement pour les étrangers qui liront ce rapport, c'est que les établissements d'enseignement secondaire (hautes écoles et instituts collégiaux) au nombre de 21 avec 202 professeurs—105 hommes et 97 femmes—ne représentent que l'un des aspects de l'enseignement secondaire, mais ne constituent pas un système séparé. Dans la Saskatchewan, comme dans la plupart des autres provinces, il y a continuité absolue entre l'enseignement élémentaire et le secondaire. Les examens d'aptitude exigés par le gouvernement pour l'entrée à la haute école contribuent certainement à diminuer le nombre des écoliers qui passent du degré VIII au degré IX (première année du programme de haute école), mais leur but est uniquement de déterminer si l'élève est assez bien outillé pour bénéficier de l'enseignement secondaire et en même temps lui donner un brevet de capacité après un certain stage scolaire. L'écart causé par ces examens n'est pas dû autant à l'élimination des incapables, qu'à des raisons psychologiques. La fin du degré VIII constitue une étape où souvent un bureau de commissaires et même une province, s'arrêtent dans leur organisation, en même temps que c'est un prétexte pour les élèves qui ne sont pas anxieux de continuer leurs études. On en a la confirmation dans une province qui n'a pas voulu prendre ces examens au sérieux, et qui, de ce fait, compte depuis quelques années autant d'entrées dans le degré IX que dans le degré VIII. Une analyse des résultats de ces examens dans la Saskatchewan (voir page 109) montre qu'en 1920, seulement 22 p.c. des candidats y ont échoué, et en 1921, seulement 19 p.c., proportion très modeste et probablement pas plus forte que le pourcentage de ceux qui ne peuvent monter d'une classe dans les autres degrés élémentaires. Ces mêmes années, le degré VIII avait 10,937 et 12,921 inscriptions et le degré IX, 4,522 et 5,709. C'est-à-dire que la première année d'enseignement secondaire recrute moins de la moitié des élèves de la dernière année d'élémentaire. On verra, page 89 les variations ailleurs. Le nombre d'inscrits du degré VIII en 1920 était de 10,070; 3,411 ont subi l'examen avec succès ou ont été promus par recommandation alors que 1,840 ont échoué, ce qui fait en tout 5,251. Le nombre d'inscriptions dans le degré IX en 1921, a été de 5,709, dont un certain nombre répétaient leur classe, et quelques autres ont été comptés plus d'une fois. De ces chiffres, il résulte clairement que la plus grande partie de ceux qui ont complété leur degré VIII passent à la haute école. Nous restons quand même avec 6,679 élèves du degré VIII dont 1,840 ont échoué, qui n'ont pas été promus. On peut expliquer les 4,819 dont il n'est pas rendu compte de la manière suivante: (1) par les inscriptions en double; (2) par les élèves promus au degré VIII trop tard dans l'année pour se qualifier pour une nouvelle promotion; (3) par les élèves qui abandonnent l'école avant la fin du terme. Cela donne une forte proportion, presque la moitié du total, mais suffit quand même à démontrer que la solution de continuité entre l'instruction primaire et l'instruction secondaire n'est généralement pas causée par les échecs aux examens d'aptitude. Une autre raison qui tend à démontrer que ces examens ne contribuent pas à diminuer le nombre d'inscriptions aux hautes écoles, c'est la pratique reconnue d'admettre dans le degré IX, sans l'examen provincial, les élèves du degré VIII d'une école accréditée, sur recommandation de cette dernière. En 1921, les admissions sur examen ont été au nombre de 3,694 et, sur recommandation, au nombre de 1,284. Cependant, la comparaison de la proportion annuelle des degrés VIII et IX, ou la comparaison entre province, serait tout à fait décevante, parce que ces proportions sont fortement affectées par le coefficient d'augmentation de la population scolaire. Ce coefficient de la Saskatchewan est un des plus forts du Canada, et naturellement l'augmentation commence par les degrés inférieurs, de sorte que la proportion de ces derniers comparativement aux degrés plus avancés serait beaucoup plus grande que dans les provinces dont la population est presque stationnaire.

Bien que les institutions d'enseignement secondaire fournissent des facilités spéciales pour compléter un système d'instruction ininterrompu depuis l'école maternelle jusqu'à la première année d'université, il faut encore rappeler qu'une forte tranche de l'enseignement secondaire est donnée dans des écoles de continuation qui ne portent pas le nom de haute école. On les trouve dans presque tout les villages et les petites villes qui n'ont ni haute école ni institut collégial. Toute école à classes multiples, et même toute école à classe unique, peut donner l'enseignement secondaire si l'instituteur est suffisamment qualifié, et dans les écoles à classes multiples des villages et des petites villes, le principal qui est généralement un gradué d'université, ou qui a un diplôme de première classe, se charge de l'enseignement des matières secondaires. La province encourage ces cours de continuation par un octroi aux écoles élémentaires ayant une classe réservée aux élèves au-dessous du degré VII. Cette libéralité eut pour effet de multiplier l'éclosion d'écoles de continuation, bien dirigées par des principaux gagnant de \$2,000 à \$3,000 par année. Enfin, l'on ne doit pas perdre de vue que les instituts collégiaux eux-mêmes enseignent les matières du degré VIII aussi bien que celles des hautes écoles, ce qui constitue un nouvel annexe entre l'enseignement primaire et le secondaire. En 1922, ces institutions avaient 829 élèves du degré VIII, lesquels ne figurent pas parmi les 4,798 élèves des hautes écoles.

Bien que la Saskatchewan n'ait été érigée en province qu'en 1905, l'organisation de l'enseignement secondaire y a débuté en 1888, et en 1889 on ouvrit à Regina une école appelée « d'union » parce qu'elle donnait le cours élémentaire et le secondaire. Les règlements exigeaient que le principal possédât un diplôme universitaire et que son traitement ne dépassât pas \$1,800 par année. Il ne fut pas question de haute école séparée avant 1907, alors que la législature adopta une loi de l'enseignement secondaire pourvoyant à la création de hautes écoles et d'instituts collégiaux administrés par des commissions de hautes écoles et maintenus par une cotisation spéciale. Les écoles secondaires recevaient un revenu supplémentaire provenant d'une taxe d'un centin par acre, et, en conséquence, les élèves des districts ruraux ne payaient aucune contribution, bien qu'un résident du district pût être appelé à payer jusqu'à une piastre par mois. En 1907, on organisa 6 hautes écoles auxquelles s'inscrivirent 300 élèves. En 1921, un amendement à la loi de l'enseignement secondaire accordait un octroi additionnel aux districts de haute école acceptant les élèves du degré VIII, et accordait pour la rémunération d'un instituteur supplémentaire \$4 par jour; tous les autres instituteurs du degré VIII devaient être payés suivant les prévisions générales de la loi des subventions aux écoles. La loi exigeait la présence quotidienne de 35 élèves en moyenne dans le degré VIII pour justifier l'octroi supplémentaire.

En fait, le degré VIII formait déjà depuis quelques années, partie du cours de quelques instituts collégiaux. Il a déjà été mentionné que l'amendement de 1921 accordait des octrois spéciaux aux écoles élémentaires ayant une classe réservée aux élèves au-dessus du degré VII. Les progrès de l'instruction publique dans les provinces de l'ouest ont été remarquablement logiques et constants et se sont merveilleusement adaptés aux nécessités locales; successivement, les buts suivants ont été poursuivis et atteints: (1) insistance sur l'enseignement élémentaire afin d'éliminer complètement les illettrés; (à ce sujet on peut considérer que les hautes écoles, les écoles normales, etc., ne tendaient qu'à recruter et préparer des sujets pour l'enseignement); ensuite (2) l'élévation du niveau en superposant l'instruction secondaire à la primaire (et cela surtout par les classes de continuation, dès les débuts de la Saskatchewan, en dépit de l'existence d'instituts collégiaux et de hautes écoles) et (3) la reconnaissance des besoins des élèves les plus âgés des écoles élémentaires qui sont forcés de discontinuer leurs classes sans avoir bénéficié de l'instruction secondaire. On enseigne dans le degré VIII des hautes écoles et des instituts collégiaux, plusieurs matières qui sont ordinairement considérées comme de rang secondaire.

Organisation des écoles rurales.—En 1920, il fut organisé dix grands districts scolaires centralisés, dont deux furent démembres en 1921, trois districts nouveaux étant formés. Cela faisait un total de 39 à la fin de 1921. En 1922, il y avait donc 39 districts avec écoles centralisées, dont 36 avec des écoles à classes multiples et 3 avec des écoles à classe unique. Il y avait en tout 108 classes et 3,936 élèves, dont 3,833 dans les écoles à classes multiples. La moyenne de fréquentation quotidienne a été de 2,765.45, soit plus de 70 p.c. du total des inscriptions. Le transport des élèves employait 189 omnibus du gouvernement et 49 autres voitures. Environ 25 écoles avaient des jardins cultivés et 5 clubs de garçons et filles étaient en existence. La centralisation scolaire est ici d'un type différent des autres provinces. Quelques écoles centrales sont des écoles de grands districts au lieu d'être le fusionnement de plusieurs petits districts. La superficie des districts varie de 38½ à 76 milles carrés. Outre ces écoles centralisées, on comptait 46 écoles rurales à classes multiples ayant en tout 99 classes et 3,618 élèves, avec une moyenne de fréquentation quotidienne de 2,130, proportion un peu inférieure à celle des districts centralisés où les élèves sont transportés. Ainsi, on remarque que 53 p.c. de la population scolaire de la Saskatchewan est dans les écoles rurales à classe unique. En 1922, les écoles rurales comptaient 106,072 élèves, avec 4,690 instituteurs et 3,279 institutrices. La moyenne de fréquentation quotidienne a été de 63,819, ou 60 p.c. de l'inscription, comparativement à 67 p.c. dans les écoles de villages, 74 p.c. dans les écoles de villes, 73 p.c. dans les cités et 72 p.c. dans les écoles centralisées. Les autres aspects de l'instruction rurale peuvent être mieux analysés en discutant l'enseignement agricole, spécialement dans la dissection des tableaux 68 à 71, pages 116 à 119.

La centralisation scolaire dans la Saskatchewan date de 1913, quand la législature adopta une loi autorisant la création de grands districts d'une superficie minimum de 36 et maximum de 50 milles carrés, et le fusionnement de tous les petits districts existant dans ce territoire. Le gouvernement donnait une subvention égale au tiers du coût du transport des élèves. Cette même année, neuf grands districts étaient organisés. En 1914, la législature tenta un effort pour procurer les bienfaits de l'instruction avec fréquentation régulière aux enfants des districts dont la population n'était pas assez dense pour donner droit aux subventions régulières complètes. Cette loi autorisait l'organisation d'un district scolaire là où il y avait de 4 à 10 enfants d'âge scolaire, lequel devait pourvoir à leur transport jusqu'aux districts voisins où existaient des écoles avec lesquelles des arrangements pouvaient être faits pour l'enseignement, ce qui permettait à ces nouveaux districts de bénéficier de la subvention pour transport aux écoles centralisées.

En 1915, il devint obligatoire pour les enfants des districts trop peu peuplés pour avoir une école, de se faire transporter aux écoles des districts voisins.

Enseignement technique.—Comme pour le Manitoba, l'enseignement dit technique dans la Saskatchewan couvre d'abord les classes d'apprentissage, de préparation à l'apprentissage, l'enseignement agricole et les travaux manuels des écoles élémentaires. En 1921, la Saskatchewan avait quatre institutions avec 808 élèves et 6 professeurs où s'enseignaient les travaux manuels;

3 avec des cours de sciences ménagères, de pair avec le cours ordinaire, ayant 1,042 élèves et 14 institutrices. Outre ces cours, et en dehors des hautes écoles et des instituts collégiaux, il y avait comme écoles spécialement techniques, trois institutions donnant des cours industriels; 2 donnant des cours de sciences ménagères; 3 donnant des cours commerciaux, et une école du soir dont la spécialité n'est pas mentionnée. Ces institutions comptaient respectivement 34, 5, 15 et 6 professeurs et 480, 102, 232 et 80 élèves. Les universités et collèges ont donné les cours abrégés suivants: 4 classes d'agriculture avec 10 professeurs et 235 élèves et des classes locales avec 11 professeurs ambulants et 14,778 élèves; 194 conférences sur les sciences ménagères et 2 cours commerciaux suivis par 9 élèves. Les cours techniques réguliers dans les degrés universitaires, et donnés par l'université, les collèges techniques ou les collèges d'agriculture embrassaient des cours d'agriculture suivis par 155 élèves; des cours industriels suivis par 454 étudiants; d'économie domestique avec 2 élèves; de commerce avec 27 élèves. Attachés aux écoles et aux études à domicile, il y avait 100 jardins scolaires cultivés par 10,000 élèves, et 1,500 jardins particuliers cultivés par 2,500 élèves. Le nombre de clubs de garçons et filles était de 54, avec comme membres, 1,330 garçons et 1,207 filles. Au cours de l'année, il y a eu 206 expositions scolaires auxquelles 30,570 élèves ont participé. (Voir tableau 68, page 116).

L'enseignement de l'agriculture est sous le contrôle du directeur de la section d'agriculture scolaire du département de l'Instruction Publique. Ses attributions s'étendent, entre autres choses, sur (1) les associations des écoles rurales; (2) les expositions scolaires; (3) les clubs de garçons et filles; (4) les trains de démonstration agricole; (5) la formation des instituteurs pour l'enseignement de l'agriculture; (6) les conférences avec projections lumineuses, et (7) les circulaires. L'Association d'Education Rurale peut être considérée comme l'organisation mère dont dépendent toutes les activités ci-dessus énumérées. Chaque organisation est sous le contrôle d'un bureau d'administrateurs composé des dirigeants de l'Association et de représentants des écoles associées et des organisations affiliées. Le bureau comporte un président, un secrétaire-trésorier, 4 vice-présidents occupant chacun un des postes suivants: (1) président de la section des expositions scolaires; (2) président de la section des clubs de garçons et filles; (3) président de la section des jeux et de l'athlétisme, et (4) président de la section des œuvres sociales. Le nombre total des organisations affiliées ou associées en 1921, était de 186, comparativement à 153 en 1920, et 118, 83, 57 et 38 respectivement pour chacune des années antérieures. Pour l'année 1921, l'Association a à son crédit: 160 expositions scolaires; deux expositions à des comices agricoles; 2 autres expositions scolaires; 48 clubs de garçons et filles; 6 conférences avec projections à la lanterne-magique; et 4 journées sportives. Le nombre d'expositions scolaires et de clubs de garçons et filles organisées au cours de l'année 1922 a déjà été donné. Les clubs se sont occupés d'élever des veaux, des porcs, des moutons, des poulains et des volailles; de faire des jardins, de mettre des fruits et légumes en conserve; d'apprécier le bétail et d'apprendre à le juger dans les concours, sans compter différents travaux manuels, couture, etc. La section des fils de cultivateurs a suivi un programme spécial comprenant un cours abrégé préparatoire sur la plantation des arbres. Un train de démonstration agricole parcourt la ligne du Canadien National; en 1921, il s'est arrêté à 65 endroits différents et on a compté un total de 11,224 écoliers ou écolières parmi les visiteurs. Une série de conférences sur l'enseignement de l'agriculture à l'école est donnée à différents endroits et à l'école normale, pour la formation des instituteurs et institutrices. Il existe un dépôt de plaques et pellicules pour lanternes magiques, qui, en 1921, fournissait son matériel à 93 organisations, et qui a servi dans 432 conférences données devant 17,108 enfants et 12,479 adultes. A cette fin, il a été organisé huit circuits de chacun quatre points d'arrêt ou plus.

La section des sciences ménagères du département de l'Instruction Publique a à son actif trois innovations au cours de l'année: des classes d'apprentissage du soir; la fabrication domestique des conserves alimentaires et des cours culinaires ou de nutrition dans les écoles élémentaires. Les classes du soir, au nombre de 28, ont été ouvertes dans 4 centres et les leçons des 20 professeurs ont été suivies par 348 élèves. Aux clubs de garçons et filles, on a enseigné à mettre en conserve des fruits, légumes et viandes. Les cours de nutrition, branche des sciences ménagères, consistaient en instructions sur les moyens de déterminer si le développement physique d'un enfant est normal, et comment atteindre le type le plus voisin de la perfection par une alimentation appropriée, etc. Les chefs de la section des sciences ménagères passent une partie de l'été à visiter les écoles rurales, s'occupent des expositions scolaires, des conventions et des cours abrégés. Ces cours sont donnés par des professeurs ambulants. En 1919, il était donné 15 de ces cours; en 1920, leur nombre était de 24 et en 1921; 27. Le nombre des élèves était de 3,611 en 1921. Des cours de pédagogie sont donnés aux écoles normales et un cours d'un an est donné à l'université pour la formation des instituteurs ambulants. L'école d'été pour instituteurs, ouverte en juillet par l'université, a un objet identique.

L'enseignement de l'agriculture a commencé en 1909, lors de la première exposition scolaire, et dès l'année suivante, le mouvement s'était propagé dans toute la province. En 1914, il fut résolu de nommer un directeur de l'agriculture scolaire, des sciences ménagères et de pédagogie agricole aux écoles normales, et de créer des cours de continuation par les directeurs des instituts, et des cours abrégés d'agriculture et de sciences ménagères à l'université, aux écoles normales, etc. En 1915, un comité de l'Instruction Agricole était chargé d'éclairer la section agricole du département de l'Instruction Publique sur le programme à suivre, et en 1916, les cours d'agriculture des écoles élémentaires et secondaires étaient révisés. L'Association d'Education Rurale, fondée en 1915, commença ses travaux en 1916, année de l'apparition des premiers clubs de garçons et filles. En 1917, l'université commençait un certain nombre de cours abrégés devant faciliter l'obtention des diplômes universitaires, et prenait le contrôle de l'école d'été pour instituteurs, le département payant la moitié du chemin de fer et une partie des dépenses des instituteurs qui complétaient d'une manière satisfaisante un cours donnant droit à un diplôme.

On peut voir ci-dessous quel progrès ont fait ces diverses organisations depuis leur fondation:

Année	Associa- tions d'édu- cation en activité à la fin de l'année	Expositions scolaires	Membres de clubs	Cours abrégés, fréquenta- tion
1914	-	14	-	-
1915	-	42	-	-
1916	38	84	fondation	-
1917	57	129		-
1918	83	175	-	-
1919	118	207	-	1,457
1920	153	260	1,304	2,919
1921	186	280	6,217	3,611
1922	-	206	2,537	15,013

Par la loi de l'Instruction Technique, adoptée en 1919, la législature définissait tout un programme pour la formation des adolescents et des adultes. La direction et l'administration des écoles techniques furent placées entre les mains d'un comité de dix membres dont 3 devaient représenter les patrons, et 3 les ouvriers de la localité.

Inspection médicale.—Au cours de l'année, la province a organisé son propre système d'inspection médicale dans les écoles rurales, les villages, les villes et 16 localités centrales, employant un médecin une partie du temps; deux dentistes à titre permanent; un personnel provincial de 12 infirmières permanentes; un personnel local de 8 infirmières permanentes et 1 infirmière travaillant une partie du temps. Le personnel provincial a examiné 45,271 élèves, et le personnel local, 16,913, soit en tout, 62,184. De ce nombre 43,222 nécessitaient des soins, et 13,221 ont été traités par les membres de l'un ou l'autre personnel.

Classes spéciales.—Jusqu'à présent, la province compte une classe spéciale pour les tarés et une classe pour les retardataires qui ne sont pas nécessairement des anormaux. Cette dernière classe avait 20 élèves l'an dernier (voir tableau, page 120).

Les sourds de la Saskatchewan sont éduqués aux dépens de la province dans l'institution des sourds-muets de Winnipeg; les aveugles sont envoyés à Brantford, Ont. En 1922, la province avait de ce fait comme pupilles, 47 sourds et 27 aveugles.

En 1914, des mesures furent prises pour ouvrir une école de sourds à Regina, pour l'éducation de ceux de la province qui, jusqu'alors, étaient envoyés à Winnipeg, le gouvernement payant une redevance fixe, par tête, à celui du Manitoba. Cette école, ouverte en 1915 fut fermée en 1916, et depuis cette date, les sourds sont envoyés à Winnipeg comme précédemment. En 1917 un directeur de l'hygiène scolaire a été nommé en la personne d'une dame qui avait été employée depuis quelques années dans le service sanitaire des écoles de Regina. Le tableau qui suit donne une idée des services rendus par cette section du service, depuis sa création:

	1917	1918	1919	1920	1921
Nombre d'écoles inspectées	-	221	548	1,121	1,199
Nombre d'élèves examinés	21,561	3,855	14,926	33,831	38,826
Nombre d'élèves recevant traitement médical	2,100	-	-	2,449	3,177
Nombre d'élèves recevant traitement dentaire	-	-	-	2,947	5,629
Nombre d'élèves traités	-	-	2,295	5,396	9,806
Visites à domicile	4,295	75	325	625	-

Il faut noter comme formant partie de l'ensemble, trois autres œuvres, dont deux ont déjà été mentionnées: (1) les déjeuners chauds servis dans les écoles rurales; (2) les classes culinaires dans la section des sciences ménagères et (3) les cours d'hygiène scolaire donnés aux élèves-inspecteurs des écoles normales. Les classes d'hygiène et de nutrition datent de 1921. Leur importance ne peut être appréciée que par les autorités médicales, mais les résultats qu'on a le droit d'en attendre ont beaucoup de prix aux yeux de tous les éducateurs. Il est aussi intéressant de constater que toutes les différentes sections du département se donnent la main pour la protection de la santé des élèves. La section de l'hygiène scolaire ne se limite pas à l'inspection médicale des enfants, mais procède également à l'examen des écoles et des terrains scolaires, au point de vue sanitaire.

Enseignement supérieur.—Les inscriptions à l'université provinciale, au cours de l'année, ont été au nombre de 1,040—656 étudiants et 384 étudiantes; aux collèges, 90—86 étudiants et 4 étudiantes. Les statistiques complètes du personnel enseignant universitaire sont données dans le tableau 94; celles des collèges, dans le tableau 99. Nous appelons l'attention sur le tableau montrant les diverses classes de collèges existant dans les différentes provinces.

Écoles privées.—Le nombre d'élèves inscrits aux écoles privées élémentaires ou secondaires était de 2,514—1,100 garçons et 1,414 filles. Ces écoles privées étaient au nombre de 39. On verra, page 162, la classification de 2,433 de ces élèves par degré, âge et sexe. Le tableau 108, page 157 donne la répartition de ces élèves suivant le lieu de résidence. Les tableaux consacrés aux collèges commerciaux se trouvent à la page 163. Le nombre d'élèves dans les collèges commerciaux ayant fait rapport était de 649.

ALBERTA

Population scolaire.—Au cours de l'année scolaire 1921-22, le nombre d'inscriptions à toutes les institutions d'enseignement de l'Alberta a atteint 155,699, dont 142,902 dans les écoles ordinaires du jour (écoles élémentaires ou secondaires sous le contrôle administratif); 3,202 dans les écoles d'apprentissage; 760 dans les écoles normales; 964 dans les collèges; 1,285 dans les universités; 546 dans les écoles d'été pour instituteurs, outre ceux qui suivaient à l'université les cours abrégés pour instituteurs; 29 dans l'école des sourds à Winnipeg et 2 dans l'école des sourds à Montréal; 11 dans l'école des aveugles à Brantford, Ont., et 2 dans l'école des aveugles à Montréal; 2,304 dans les collèges commerciaux privés; 2,489 dans les écoles privées secondaires et élémentaires; et 1,203 dans les écoles indiennes. Les écoles d'agriculture sur lesquelles il a été impossible d'avoir des statistiques, ne sont pas incluses dans l'item des écoles d'apprentissage.

Le grand total des mêmes institutions, l'année précédente, était de 148,127.

Écoles élémentaires et secondaires.—Les 142,902 élèves des écoles élémentaires et secondaires étaient logés dans 2,861 écoles ayant en tout 4,485 classes. De ce total, 57 cités et villes fournissaient 53,330 élèves, dont 4,284 dans 10 écoles séparées; 23,310 appartenaient à d'autres écoles à classes multiples. Les 273 écoles à classes multiples comptaient 1,897 classes; les 2,588 écoles à classe unique avaient 66,211 élèves. Parmi les élèves des écoles à classes multiples, 6,571 appartenaient aux 166 classes de 68 écoles centralisées; 4,055 à 115 classes de 50 écoles rurales à classes multiples et non fusionnées. Le rapport statistique de 1921 faisait remarquer que la gent écolière d'alors était 5.59 fois celle de 1905; en 1922, elle l'était 5.89 fois.

Moyenne de fréquentation quotidienne.—La moyenne de fréquentation quotidienne dans ces écoles a été de 100,515 comparativement à 82,416 pour l'année civile 1920. La moyenne de fréquentation de 1920 était 6.16 fois celle de 1905, et celle de 1922, 7.51 fois. Depuis quelques années la province tient des registres précis de l'assiduité des élèves, dont les constatations sont reproduites au tableau 8. On y verra que les élèves les moins assidus, ceux dont la présence se limite à moins de 20 jours, ou de 20 à 50 jours par année, vont en diminuant, alors que ceux qui fréquentent l'école 150 jours ou plus, ou environ 7½ mois, vont en augmentant.

L'application de la scolarité obligatoire dans les cités et villes est laissée aux autorités locales, qui nomment des agents spéciaux. Au cours de l'année, le département a adopté de nouvelles formules pour les rapports de ces agents. Le but de cette innovation était d'obtenir une idée plus précise de la cause des absences, et pour cette raison les instituteurs étaient requis de faire rapport de toutes les absences d'une demi-journée. Le résultat en a été très satisfaisant dans les petits centres. Le nombre de certificats ou permis d'absence pour le travail, dans les centres et les villes, a été de 398. Intimement liée à la section de la compulsion scolaire, l'œuvre du bien-être de l'enfance s'occupe surtout des enfants négligés et des anormaux. La coopération de ce département est d'un grand service aux agents de la scolarité obligatoire.

Le tableau 8 montre, grâce aux différents services qui y coopèrent et la volonté publique qui l'appuie, que la sanction de l'instruction obligatoire n'est pas un vain mot. La fréquentation moyenne de 1922, qui dépasse 70 pour cent, se compare avantageusement avec celle des autres provinces en 1921, à l'exception de la Colombie-Britannique et de Québec; mais jusqu'à 1910, Québec a été la seule province à atteindre ou dépasser ce pourcentage. Cette proportion elle-même est plutôt une indication qu'un terme propre de comparaison. On a cependant une bonne base de comparaison dans les rapports du ministère montrant non seulement les jours de fréquentation par périodes, mais aussi les rapports entre la fréquentation possible et la fréquentation réelle. Il est évident que dans cette province, tout comme dans l'Ontario et la Saskatchewan, le temps perdu par irrégularité pure et simple n'atteint pas la moitié du temps perdu par les entrées tardives ou les sorties prématurées.

L'historique des efforts accomplis pour améliorer la fréquentation de l'école comporte nécessairement ce qui a trait aux travaux manuels et aux lois rendant l'école obligatoire. Mais il ne faut pas méconnaître les heureux effets de certains autres facteurs puissants, tels que l'amélioration des facilités de transport, les transformations rendant l'école plus attrayante et l'éveil de l'opinion publique, de plus en plus pénétrée de la nécessité de l'instruction. Mais il n'existe pas de statistiques sur ces données-là. A ce sujet on trouvera un peu plus loin quelques notes sur les travaux manuels, etc. Les lois de fréquentation obligatoire devinrent effectives en 1913, date à laquelle le département de l'instruction publique en assumait l'application qui, jusqu'alors, avait été laissée aux soins du surintendant des enfants négligés, et un surveillant lui nommé. Jusqu'en 1913, les syndics d'école n'étaient pas tenus de garder ouvertes plus de 120 jours par année les écoles n'ayant pas plus de 2 enfants, et pouvaient même laisser fermées celles ne comptant pas plus de 10 enfants. Il leur fut interdit de fermer une école sans une permission du ministre. En 1918 la limite de l'âge scolaire obligatoire était portée de 14 à 15 ans.

Degrés, âge et sexe.—Les élèves des écoles générales étaient ainsi répartis dans les différentes classes degré I, 31,434; II, 16,171; III, 16,066; IV, 14,154; V, 12,031; VI, 10,922; VII, 8,416; VIII, 7,625; IX, 3,522; X, 2,236; XI, 1,371; XII, 380. Total, 142,092. On peut constater par le tableau ci-dessous que depuis 1912, année de l'adoption du système des douze degrés, les échelons supérieurs se sont peuplés beaucoup plus rapidement que les degrés inférieurs.

Année	Pourcentage de la totalité des élèves inscrits dans chaque degré		
	Premier degré	Degrés IX à XII	Degrés VII à XII
1912—année civile.....	32.24	3.92	14.65
1913 ".....	32.08	4.09	14.50
1914 ".....	29.86	4.44	15.15
1915 ".....	25.54	5.38	17.19
1916 ".....	25.14	5.81	18.05
1917 ".....	24.87	5.62	18.45
1918 ".....	25.41	6.22	19.42
1919 ".....	26.05	6.52	20.39
1920 ".....	24.93	6.74	21.31
1921—(6 mois—janvier à juin).....	25.24	6.04	18.94
1922—année scolaire, du 1er juillet au 30 juin.....	22.81	7.53	21.26

La distribution par âge, en 1915, 1921 et 1922, était comme suit

—	5 ans	6 ans	7 ans	8 ans	9 ans	10 ans	11 ans
1915.....	710	7,341	10,262	10,138	9,685	9,605	9,011
1921.....	1,303	8,830	13,575	14,120	14,040	13,647	12,322
1922.....	1,049	9,412	15,835	16,211	15,654	14,592	13,987

—	12 ans	13 ans	14 ans	15 ans	16 ans	17 ans	18 ans
1915.....	8,410	6,611	5,527	3,750	2,102	1,095	509
1921.....	12,038	11,248	9,691	6,615	3,513	1,833	835
1922.....	13,390	12,478	11,743	8,999	5,043	2,562	1,091

—	19 ans	20 ans	21 ans	Total
1915.....	156	78	61	86,051
1916.....	668	-	-	124,328
1922.....	429	181	240	142,992

A noter que la proportion des élèves au-dessus de 14 ans en 1922 et en 1915—24 p.c. au lieu de 15 p.c. Aussi, qu'en 1922, il n'y a pas de diminution appréciable entre 13 et 14 ans, tandis qu'en 1915, la décroissance était près de 30 p.c.

Le tableau suivant indique le degré dans lequel se trouvaient les enfants de 15 ans, qui ont abandonné l'école.

Année	Degrés						
	I	II	III	IV	V	VI	VII
1919.....	2.20	2.30	2.20	4.80	7.70	12.90	29.10
1920.....	0.91	1.21	2.06	4.23	7.04	13.20	17.10
1921.....	1.12	1.05	3.92	6.09	9.91	16.84	19.16
1922.....	1.14	1.61	3.59	7.02	11.28	16.52	19.29

Année	Degrés					
	VIII	IX	X	XI	XII	Total
1919.....	24.60	8.40	3.10	2.00	0.40	100
1920.....	29.98	12.14	5.92	3.41	2.80	100
1921.....	33.55	6.65	1.47	0.24	0.00	100
1922.....	29.79	6.59	2.34	0.81	0.02	100

En 1922, la répartition par degrés et par sexes s'établissait ainsi

	I	II	III	IV	V	VI	VII
Garçons.....	108	149	408	734	1,158	1,608	1,403
Filles.....	95	118	314	566	916	1,427	1,427
Totaux.....	203	267	723	1,300	2,074	3,035	2,830

	VIII	IX	X	XI	XII	Total
Garçons.....	837	140	24	3	—	6,573
Filles.....	847	176	18	1	—	5,905
Totaux.....	1,684	316	42	4	—	12,478

La rapidité des progrès relatifs des filles et des garçons peut facilement se mesurer en prenant tous les élèves de l'un et de l'autre sexe, à un âge déterminé—dans ce cas l'âge de 13 ans— et en cherchant dans quels degrés ils sont tous. Cette opération révèle des différences qui ne seraient pas visibles dans une moyenne générale. Le degré médian de chaque âge est ajouté, plus pour montrer le peu de différence dans les résultats définitifs, et comme quoi cette différence est compensée par le contrepois d'autres considérations agissant dans un sens opposé et qui en elles-mêmes ont leur importance. Il est clair que 39 p.c. des garçons de 13 ans sont dans les degrés inférieurs au VI, alors qu'il n'y a que 34 p.c. des filles dans le même cas; que seulement 36·5 des garçons sont au-dessus du degré VI tandis que 41·7 des filles le dépassent, et qu'en général les filles de cet âge sont d'au moins une promotion en avant des garçons.

Répartition comparative, par degrés, des garçons et des filles à l'âge de 13 ans:

Degrés	Ecole maternelle	I	II	III	IV	V	VI
Garçons.....	0·08	1·6	2·3	6·2	11·2	17·6	24·5
Filles.....	0·14	1·5	2·0	5·4	9·6	15·5	24·2

Degrés	VII	VIII	IX	X	XI	Médian
Garçons.....	21·3	12·7	2·1	0·4	0·5	6·45
Filles.....	24·2	14·3	2·19	0·3	0·01	6·66

Un programme révisé des études, est maintenant à l'essai tant dans les écoles élémentaires que secondaires, exactement basé sur cette situation. Ce nouveau programme élémentaire a été dressé en 1921-22 et soumis à de nombreuses observations par des instituteurs qui l'ont longuement discuté lors de la convention de l'association d'éducation, dans la semaine de Pâques 1923. Un projet de révision du programme d'enseignement des hautes écoles est actuellement à l'étude.

Personnel enseignant.—En 1922, le personnel enseignant des écoles élémentaires et secondaires se composait de 5,787 personnes—1,438 instituteurs et 4,359 institutrices—dont 1,290 avaient des diplômes de première classe; 3,204, de deuxième classe; 592, de troisième classe; 471 avaient des permis; 91 possédaient des certificats des autres provinces et faisaient un stage de probation et 139 détenaient des diplômes de spécialité, comme les travaux manuels, les sciences ménagères, etc.

Le grand nombre d'élèves des écoles normales, (près de 1,000) est une indication que la province va bientôt pouvoir se suffire à elle-même dans le recrutement d'instituteurs et institutrices qualifiés. En 1921-22, 78 p.c. des instituteurs possédaient un diplôme de première ou de deuxième classe. La proportion des instituteurs aux institutrices (1 à 3) montre une légère amélioration sur les deniers cinq ou six ans, mais c'est encore loin des conditions d'avant-guerre alors qu'il y avait un instituteur pour chaque 2 institutrices. En 1918, cette proportion était tombée à un à quatre. Comme les districts tendent de plus en plus à fournir un logement à l'instituteur, il n'y a pas de doute que les hommes se sentiront plus enclins à accepter des engagements dans les sections rurales.

Formation des instituteurs.—En 1922, le nombre des candidats-instituteurs était de 760—218 jeunes gens et 542 jeunes filles—fréquentant les écoles normales de Calgary, Camrose et Edmonton. De ces élèves, 147—47 jeunes gens et 100 jeunes filles—se préparaient à un diplôme académique; 378—90 jeunes gens et 288 jeunes filles—à un diplôme de deuxième classe. Leurs professeurs étaient au nombre de 22—13 hommes et 9 femmes—entièrement consacrés à cet enseignement. Les écoles modèles attachées aux écoles normales avaient 31 instituteurs. Deux de ces écoles modèles avaient 8 classes, et une en avait 9. D'autres écoles pour les démonstrations et les pratiques de pédagogie y étaient annexées.

La première école normale de la province a été ouverte à Calgary en 1905, avant à sa disposition une école modèle de 8 classes. Comme le recrutement des instituteurs devenait de plus en plus difficile, on résolut en 1908, d'admettre les instituteurs britanniques à enseigner dans l'Alberta, les autorités du Royaume-Uni devant être appelées à fournir des indications sur le mérite et les aptitudes des candidats. Une deuxième école normale fut ouverte à Camrose en 1912. En 1913 fut ouverte une école d'anglais pour les étrangers afin de former ces derniers à l'enseignement parmi leurs co-nationaux. Par arrangement entre les trois provinces des prairies, il fut convenu qu'un instituteur ayant un certificat du degré XI, plus 33 semaines de formation professionnelle serait reconnu comme instituteur de deuxième classe. En 1913 fut ouverte une école d'été destinée spécialement à donner aux instituteurs un cours élémentaire en agriculture. En 1919, la province inaugura un système de prêts pour couvrir les dépenses des élèves des écoles normales. En même temps, le minimum des qualifications pour enseigner dans la province était fixé à un certificat du degré XI et 8 mois d'école normale, ces prêts devant évidemment faciliter un relèvement du niveau de capacité du personnel enseignant. En 1919, on commença à s'occuper du logement des instituteurs. Chaque district construisait une telle résidence, ne coûtant pas moins de \$1,000, convenablement meublée, avec un terrain de 5 acres, ayant droit à un octroi égal au tiers du coût total. En 1918, la législature fixait à \$840 par année le traitement minimum des instituteurs des écoles à classe unique. La troisième école normale fut ouverte à Edmonton en 1920; elle reçut 110 élèves étant déjà dans le degré XI, à leur début. En 1922, elle comptait 159 élèves, dont 29 se préparaient au diplôme académique et 33 au diplôme de première classe.

Ecoles d'été pour instituteurs.—Dans l'été de 1922, cette école eut plus d'élèves que jamais, 620 ont été admis sur 721 postulants, soit une augmentation de 153 sur les admissions de l'année précédente. De ce nombre, 100 suivaient un cours universitaire; 15 se préparaient au diplôme académique et 29 au diplôme de première classe.

Associations d'instituteurs et de commissaires, et conventions.—L'importance toujours plus grande de ces organisations est démontrée par la part que l'Association d'Education a prise à la révision du programme scolaire. Il n'y a pas de doute que les associations d'instituteurs deviendront de plus en plus importantes avec le temps, surtout avec le développement des méthodes expérimentales dans l'enseignement.

Enseignement secondaire.—L'enseignement secondaire est donné partout où il se trouve un instituteur suffisamment qualifié, comme on peut le voir par le tableau 55 qui montre un grand nombre d'élèves dans les degrés secondaires, fréquentant des écoles à classe unique. Comme dans la plupart des autres provinces, l'enseignement secondaire est la stricte continuation de l'enseignement primaire; des classes de continuation existent dans presque toutes les écoles à classes multiples, sauf dans les villes où il existe des hautes écoles régulières. La haute école rurale est maintenant partie intégrante de l'instruction publique dans l'Alberta. On trouvera, page 113 la distribution par âge, sexe et degré, de plus de 6,000 élèves du cours secondaire dans 50 villes de la province, ainsi que le nombre d'élèves faisant des études spéciales. Ce tableau aura une importance particulière quand le nouveau programme sera devenu effectif. Ce nouveau programme élimine plusieurs matières afin de stimuler l'étude plus intensive de ce qui reste, et en même temps, il laisse un grand nombre de matières facultatives.

Enseignement agricole, industriel et autres spécialités.—Au cours de l'année scolaire 1921-22, 23 institutions qualifiées écoles ordinaires enseignaient les travaux manuels à 3,128 élèves, ce qui nécessitait les services de 17 instructeurs; 28 institutions ou classes enseignaient les sciences ménagères à 4,284 élèves, employant à cela 20 institutrices; 5 institutions donnaient des cours commerciaux à 516 élèves, ce qui employait 21 professeurs. Le nombre de ces professeurs et instructeurs laisse présumer que certains d'entre eux étaient ambulants. Il y avait 21 écoles du soir avec 121 instituteurs et 1,830 élèves; un cours de correspondance avec 2 professeurs et 282 élèves; 14 clubs de garçons comptant environ 350 membres et 40 clubs de filles comptant 680 membres ont également fait connaître leur existence. On compta 129 expositions scolaires auxquelles 24,000 élèves ont participé. Le nombre d'élèves des institutions bénéficiant de la loi fédérale sur l'instruction technique était de 3,477.

Dès 1911 il existait à Calgary des écoles du soir pour les étrangers, comptant 700 élèves dans les matières techniques et 300 dans les autres matières. En 1913, trois écoles d'agriculture étaient ouvertes à Olds, Claresholm et Vermilion, qui reçurent 266 élèves dès la première année. Dans l'été de la même année, on inaugura une école dans le but de préparer les instituteurs à l'enseignement de l'agriculture élémentaire. Un directeur de l'enseignement technique était nommé en 1914.

Organisation des écoles rurales.—En 1921-22, il y avait dans l'Alberta 68 écoles centrales résultant du fusionnement de 217 districts; 51 de ces écoles étaient à classes multiples et les 17 autres à classe unique. Elles étaient fréquentées par 6,571 élèves, dont 6,010 étaient dans les écoles à classes multiples, ces dernières étant au nombre de 166. La fréquentation moyenne a été de 71 p.c. de l'inscription. Le transport des élèves a employé 193 véhicules. Outre les écoles centralisées, il y avait 50 écoles rurales à classes multiples, dans 50 districts différents ayant en tout 115 classes fréquentées par 4,055 élèves. La fréquentation moyenne a été de

2,413-17 ou environ 60 p.c. des inscrits. Comme pour la Saskatchewan on a remarqué que l'assiduité des élèves transportés en omnibus était meilleure que celle des autres. L'organisation rurale des écoles secondaires est encore à ses débuts et n'a pas eu le temps de montrer des états de service.

Même avant 1905, l'Alberta avait abordé la centralisation scolaire. L'ordonnance des écoles de 1901 contenait un article autorisant les syndicats à élaborer un système de transport des enfants dans les districts ruraux. En 1913, la législation votait des subsides aux écoles centralisées. Ces subsides étaient basés sur les considérations suivantes: (1) le nombre des districts fusionnés; (2) la présence à l'école d'au moins 6 élèves dans le degré VIII; (3) le nombre d'omnibus employés; (4) le nombre d'autobus d'un modèle approuvé; (5) les salles publiques; (6) les mesures prises pour le transport des élèves les plus éloignés. En 1914, il y avait 2 écoles centralisées résultant de la fusion de 3 districts. En 1915, il y en avait 12, résultant du fusionnement de 38 districts, avec 563 élèves. Depuis, les fusionnements ont progressé au taux de 7 par année jusqu'à ce que le nombre de 68 ait été atteint. En 1919, un amendement à la loi des fusions scolaires stipulait que lorsqu'est soulevé la question de la fusion d'un village ou d'une ville avec un district rural, les urbains et les ruraux pourraient voter séparément; de cette manière on prévenait le danger de laisser le vote du village égarer celui du district rural. En dépit de ces restrictions, 12 nouvelles fusions ont été effectuées au cours de l'année. Un nouveau pas a été fait en 1919, quand le gouvernement a voté un octroi de \$400 à toute deuxième classe d'une école rurale, en plus des \$200 octroyés à la classe junior d'une école à classes multiples. Ceci a eu pour effet jusqu'à présent de transformer 50 écoles à classe unique en autant d'institutions à classes multiples. Une nouvelle phase importante dans l'instruction rurale est celle du logement accordé à l'instituteur, sa maison ne devant pas coûter moins de \$1,000, meublée convenablement et entourée d'un lopin de 5 acres, ce qui donne au district droit à un octroi égal au tiers du coût total. Dès 1920, deux de ces logements avaient été construits. Une autre mesure également intéressante, c'est le fusionnement des hautes écoles rurales. Il y en avait déjà deux en 1921 et 1922. On étudie actuellement les moyens de créer des commissions scolaires municipales.

Inspection médicale et classes spéciales.—En 1921-22, l'inspection sanitaire des écoles de l'Alberta a employé 4 médecins en permanence, 2 médecins une partie du temps; 5 dentistes en permanence; 19 infirmières permanentes et 2 temporaires; 3 experts en psychose, et avait 4 cliniques. Le nombre d'écoliers examinés a été de 44,421; 23,243 d'entre eux nécessitaient un traitement, et 17,344 ont été traités. Pour l'éducation des anormaux, on disposait d'une institution avec 50 élèves, et de 4 classes spéciales avec 67 élèves. Il est intéressant de noter l'existence d'une classe spéciale pour les enfants remarquablement doués, laquelle comptait 40 élèves.

En 1911, le bureau des commissaires d'écoles d'Edmonton inaugurerait l'inspection médicale des écoliers. En 1918, la législature imposait aux commissions scolaires des villes l'obligation de faire procéder au moins une fois par année à l'examen des élèves par un médecin, dont elles devaient payer les honoraires. Cette même année, une maison pour les enfants mentalement tarés était ouverte à Edmonton, et recevait 35 pupilles. La même année, la commission des écoles séparées adopta l'inspection médicale. En 1919, plusieurs centres ruraux commencèrent à faire l'inspection de leurs écoles par des infirmières du service sanitaire, mais non au service du département de l'Instruction Publique. Le bureau des commissaires d'Edmonton ouvrit deux classes pour l'éducation des anormaux en plus d'une classe spéciale des enfants qui, sans être des tarés ou des anormaux, avaient subi de graves retards dans leurs études. Outre l'inspection médicale ordinaire, la province exige de tous ses élèves deux examens médicaux sur leur état physique, le premier dans le degré I et le deuxième dans le degré V. En 1920, les inspecteurs ont fait rapport que presque toutes les écoles avaient été inspectées médicalement au cours de l'année. Depuis plusieurs années, le gouvernement a fait des arrangements avec celui du Manitoba, pour l'éducation des sourds à Winnipeg, et avec celui de l'Ontario, pour l'éducation des aveugles à Brantford.

Enseignement supérieur.—En 1921-22, l'université comptait 1,286 étudiants; le collège technique 657; les séminaires de théologie 148 et les collèges affiliés 159.

Le Collège Alberta fondé par les méthodistes en 1903, avait à peu près 100 étudiants dans les matières académiques, la théologie, etc. en l'année 1913. Lors de la première session de la législature de l'Alberta, en 1905, on s'occupa de l'établissement d'une université. En 1907, il était pourvu à l'achat d'un site et le lieutenant-gouverneur était autorisé à nommer son président. Le sénat de l'université eut sa première réunion en 1908 et décida de procéder à l'organisation de la première faculté—celle des arts et sciences—qui fut inaugurée dans l'automne avec un personnel de 4 professeurs et 37 étudiants. Le collège Robertson, institution exclusivement théologique, a été ouvert par les presbytériens en 1910, et la même année, les catholiques fondèrent le Collège St. John, qui est en même temps un séminaire. En 1911, les laboratoires du service provincial d'hygiène étaient transférés à l'université. En 1912, on inaugura le premier édifice construit sur le site de l'université. En 1913, une faculté de médecine était ouverte; le collège Robertson et le collège Alberta étaient affiliés à l'université. Des arrangements furent conclus entre les presbytériens et les méthodistes, chaque secte devant fournir une partie du personnel enseignant, et les diplômes de théologie passèrent sous le contrôle du sénat de l'université dont chaque principal de collège affilié était membre ex-officio. On offrit à chaque collège de théologie désireux de s'affilier, un site d'environ 8 acres sur les terrains de l'université. Les différentes associations professionnelles se sont ensuite affiliées à l'université successivement, donnant à cette dernière le contrôle des examens. Dès 1913, elle avait affilié la société des arpenteurs, l'association des dentistes de l'Alberta, le collège des médecins et chirurgiens, l'association des architectes de l'Alberta, la société des terres, l'institut des comptables officiels et l'association pharmaceutique. On ajouta à l'université une chaire de vulgarisation dont le titulaire permanent a pour mission de visiter les centres agricoles et de mettre l'université plus en contact avec la vie intime de la province. En 1915, on recommandait la nomination d'un bureau d'examineurs provinciaux qui devait être le trait d'union entre l'université et le département de l'Instruction Publique. Comme résultat de cette entente une année d'études universitaires satisfaisantes était l'équivalent d'un certificat à la fin du degré XII dans les matières communes aux deux. Ce bureau d'examineurs a commencé son travail en 1917.

Budget de l'instruction publique.—L'instruction publique a coûté dans l'année civile 1921, la somme de \$12,134,488, dont \$5,213,011 en traitements versés au personnel enseignant. Les recettes ont été de \$12,038,052 dont \$1,146,722 versés par le gouvernement et \$10,891,330 par les contribuables. Les déboursés de l'université ont été de \$1,476,119, dont \$450,000 au compte du capital, et \$1,026,119 au compte des dépenses courantes. Les déboursés des collèges ont été de \$176,270—\$79,629 au compte du capital et \$96,645 de dépenses courantes. Les recettes de l'université ont été de \$1,021,355, dont \$427,825 représentent la contribution du gouvernement et \$51,560 celle des élèves. Le coût par élève inscrit aux écoles ordinaires a été de \$61.24, et par unité de fréquentation moyenne, de \$87.09. (Voir page 140 pour tableau historique des dépenses et recettes du département, page 141, pour tableau semblable sur le coût par élève; page 153 pour statistiques provinciales de l'université, et page 154 pour statistiques des recettes et dépenses des collèges).

COLOMBIE BRITANNIQUE

Population scolaire.—Le total des inscriptions de l'année 1921-22, dans toutes les institutions d'enseignement de la province, a été de 104,590¹, se répartissant comme suit 91,919 dans les écoles ordinaires élémentaires et hautes; 685 dans les écoles normales; 5,628 dans les écoles techniques; 23 dans l'école des aveugles²; 52 dans l'école pour les muets; 1,231 à l'université; 189 dans les collèges; 1,075 dans les collèges commerciaux privés; 1,283 dans les écoles élémentaires et secondaires privées; 234 dans une école d'été du département de l'Instruction publique, pour instituteurs, et 2,505 dans les écoles pour Indiens. Le total correspondant de l'année précédente était de 97,912; c'est donc une augmentation de 6,965, ou de 7 pour cent.

Ecoles élémentaires et secondaires.—Les 91,919 élèves inscrits aux écoles élémentaires et secondaires étaient ainsi distribués; 8,634—3,788 garçons et 4,848 filles—dans 58 hautes écoles; 40,965—21,176 garçons et 19,789 filles—dans 95 écoles urbaines à classes multiples; 22,252 dans 114 écoles rurales à classes multiples; 2,119 dans 66 écoles rurales assistées à classe unique. Ceci donne 80,338 dans les écoles à classes multiples et 11,581 dans les écoles à classe unique. Outre les hautes écoles, il convient de mentionner les écoles supérieures ayant des élèves au-dessus de ce qui serait appelé le degré VII dans les autres provinces.

Les inscriptions accusent une augmentation de 5,969, ou d'environ 7 p.c., sur l'année précédente. Le coefficient de l'augmentation est plus considérable pour les hautes écoles, où il atteint 19 p.c.; dans le cas des écoles élémentaires des municipalités rurales, il est de 9 p.c.; dans celui des écoles rurales assistées, il est d'environ 7 p.c. tandis que l'augmentation la moins prononcée est dans les écoles élémentaires urbaines où son coefficient est de 4 p.c. Comme résultat de l'accroissement de la population scolaire, 49 écoles ont été ouvertes dans des districts nouvellement colonisés.

Moyenne de fréquentation quotidienne.—La moyenne de la fréquentation quotidienne a été de 75,528, ou 82.16 p.c. du total des inscriptions, ce qui dépasse tous les antécédents et accentue la moyenne déjà élevée de l'année précédente. Cette moyenne se répartit ainsi qu'il suit 7,481, ou 86.65 p.c. dans les hautes écoles; 35,642, ou 87 p.c. dans les écoles élémentaires urbaines; 20,096, ou 85.77 p.c. dans les écoles de municipalité rurales, et 11,499, ou 64.66 p.c. dans les écoles rurales assistées.

La statistique de l'Instruction Publique de l'an dernier rappelait qu'en 1921 le nombre des inscriptions avait été 87½ fois celui de 1873, et que la moyenne de fréquentation était 119.13 fois celle de 1873. L'an 1922 a éclipsé 1921 puisqu'il a donné 131.3 fois autant d'inscriptions que 1873. Le tableau qui accompagne ce sommaire montre la marche de cette progression.

En 1873, un acte de la législature rendait l'instruction obligatoire en permettant aux syndics ou commissaires de contracter avec certaines réserves les parents ou tuteurs d'enfants âgés de 7 à 14 ans, à les envoyer à l'école. Depuis cette date, l'obligation scolaire a passé par plusieurs phases de sévérité jusqu'à ce que, en 1922, une amende fût imposée aux parents ou tuteurs d'un enfant de 7 à 15 ans, pour chaque jour d'absence de l'école, à moins d'une exemption spéciale. Que le mérite en revienne à la sévérité de la loi, ou à l'organisation scolaire, ou à la plus grande attraction des grandes écoles à classes multiples, ou au peu de variations de la température, ou à l'action conjointe de tous ces facteurs, il n'en reste pas moins un fait: c'est que la Colombie Britannique a le plus fort coefficient de fréquentation scolaire de tout le Canada, la province de Québec venant en second.

Degrés, âges, etc.—Les élèves des écoles élémentaires de la Colombie Britannique se répartissent par degrés dans les proportions suivantes: 13,714 dans le primaire (degré I); 14,454 dans le premier livre (degré II); 14,420 dans le deuxième livre (degrés III et IV); 22,213 dans le troisième livre (probablement les degrés V et VI); 18,174 dans le quatrième livre (degrés VII et VIII). Cette distribution par degrés est illustrée par le tableau de la page 90. On y remarque que le nombre d'élèves du degré I est beaucoup moins considérable que celui des degrés VII et VIII.

Au cours de l'année, plusieurs changements ont été faits dans les livres de classe et dans le programme d'études. On a adopté une nouvelle série de livres de lecture, autorisés aussi dans les trois provinces des prairies, qui ont été compilés et révisés par un comité d'instituteurs représentant les quatre provinces.

Enseignement secondaire.—Les hautes écoles avaient 8,634 élèves, et en plus de ce nombre, 17 élèves suivaient des cours de haute école dans les classes de continuation des écoles urbaines; 29 dans les écoles des municipalités rurales, et 264 dans les écoles rurales assistées.

Les règlements gouvernant l'admission à la haute école ont été modifiés au cours de l'année. Depuis un certain nombre d'années la promotion se faisait sur la recommandation des instituteurs dans les écoles urbaines, aussi bien que pour 60 pour cent des élèves fréquentant les écoles ayant de sept à huit classes, dans les autres districts. Cette méthode ne paraissant pas donner des résultats satisfaisants, de nouveaux règlements ont été adoptés permettant la promotion sans examen des élèves les plus studieux et les plus avancés fréquentant les écoles de sept ou huit divisions. Les autres doivent subir un examen, prescrit par le département, sur l'arithmétique, la géographie, la grammaire, la composition, etc., et obtenir au moins 60 pour cent des points, et en même temps produire un certificat de leur instituteur attestant qu'ils ont fait des études satisfaisantes en histoire, littérature anglaise, histoire naturelle et hygiène. Pour l'année 1921-22, ces examens ont été subis avec succès par 2,168 candidats, et 1,417 ont été promus sans examen. Les règlements gouvernant les certificats d'aptitude aux études universitaires ont été modifiés afin de permettre aux personnes occupées dans le commerce ou l'industrie, etc., de passer leurs

¹Sans double emploi.

²Inclus 15 dans l'école des aveugles à Brantford, Ont., et 8 à Vancouver.

examens d'aptitude par tranches, à chacun des termes de juin ou de septembre, mais en quatre années au maximum. Un nouveau règlement vient aussi d'être mis en vigueur exigeant des élèves d'une école supérieure qu'ils passent les examens du département pour être promus de la première à la deuxième année, et de la deuxième à l'année de l'immatriculation junior. L'application de ce règlement est facultative dans les hautes écoles.

La première haute école de la Colombie-Britannique a été fondée à Victoria, en 1876. La même année eut lieu le premier concours d'admission dans 21 des écoles publiques; 68 candidats furent admis sur 160. Les matières d'examen étaient l'arithmétique, la grammaire anglaise, l'orthographe et la géographie. En 1884 une autre était établie à New Westminster; une à Nanaimo en 1886 et une à Vancouver en 1890. En 1911, le département a nommé un premier inspecteur des hautes écoles et un deuxième en 1920. En 1910, un amendement à la loi de l'instruction publique créait les écoles supérieures. Elles avaient pour but de mettre l'enseignement secondaire à la portée de tous les enfants des districts ruraux et furent établies dans les municipalités rurales et les districts ruraux organisés où il y avait au moins 10 élèves qualifiés pour la haute école, afin de leur enseigner les matières des classes avancées de l'école élémentaire et des premiers degrés de la haute école. Jusqu'à 1916, le département de l'Instruction Publique faisait subir un examen aux élèves des écoles supérieures à la fin de chaque année. En 1916, le département décida de supprimer l'examen dans les degrés primaires de haute école, acceptant les élèves sur le vu d'un certificat de l'école. En 1918, cette largesse a été étendue à la deuxième et à la troisième années de haute école. En 1919, l'examen d'admission à la haute école était aboli dans les villes de première et de deuxième classe. Cependant, en 1921, commença à se faire sentir un désir de retour à l'ancien système d'examens, le département prépara un questionnaire d'examen pour les deux premières années de haute école, laissant à chaque école le choix de les subir ou de s'en dispenser. En 1921, l'examen d'immatriculation junior et senior était substitué aux deux dernières années de haute école exigées par les règlements.

Personnel enseignant.—En 1922, le personnel enseignant se composait de 2,994 membres, 700 instituteurs et 2,294 femmes, dont 301—184 instituteurs et 117 institutrices—dans les hautes écoles; 1,149—191 instituteurs et 958 institutrices—dans les écoles élémentaires de villes; 719—132 instituteurs et 587 institutrices—dans les municipalités rurales et 825—193 instituteurs et 632 institutrices—dans les écoles rurales régulièrement organisées et assistées. Ce personnel se classifiait ainsi 482 avec diplôme académique; 548 avec diplôme de première classe; 1,217 avec diplôme de deuxième classe; 374 avec diplôme de troisième classe; 202 avec permis temporaire et 171 avec permis spécial. Le nombre des instituteurs a augmenté de 105, ou 18 p.c. sur l'année précédente. On constate aussi les augmentations suivantes: 49 diplômes académiques et 58 diplômes de première classe. Aussi une diminution de 44 dans le nombre des diplômés de troisième classe, ce qui montre qu'il y a une tendance à l'amélioration dans les qualifications du personnel enseignant. Un bureau de placement a été organisé et adjoint au département. Ses services sont gratuits pour les instituteurs et les commissions scolaires. Au cours de l'année, environ 600 instituteurs ou institutrices ont été mis en contact avec les commissions par l'intermédiaire de ce bureau.

Formation des instituteurs.—En 1922, la Colombie Britannique avait 2 écoles normales pour la formation des instituteurs et institutrices, avec 10 professeurs réguliers et un inspecteur y enseignant une partie du temps. Les élèves-instituteurs étaient au nombre de 635, dont 155 jeunes gens et 530 jeunes filles. De ce nombre, 196—60 garçons et 136 filles—se préparaient au diplôme de première classe et 489—95 garçons et 394 filles—au diplôme de deuxième classe. Dans les deux écoles modèles attachées aux écoles normales, il y avait 62 instituteurs et institutrices chargés de 7 classes dans chaque école. Les bibliothèques des deux écoles normales contenaient 5,100 volumes.

Les cours d'été (du 10 juillet au 11 août) ont été suivis par 213 instituteurs et institutrices. Les matières enseignées étaient les sciences rurales, degré primaire, les travaux manuels, etc. Le troisième cours d'été de l'université de la Colombie Britannique, tenu en juillet et août, a été suivi par 9 inspecteurs et 200 instituteurs et institutrices. La fréquentation de ces cours peut être comptée comme une partie de la première ou de la deuxième année dans les arts et sciences. Outre les matières universitaires ordinaires, il y a aussi des cours avancés de commerce pour les instituteurs ayant leur diplôme académique ou de première classe. Il y a aussi trois cours avancés en pédagogie, pour les inspecteurs, les principaux et autres étudiants d'âge mûr. Ce cours d'été a permis à plusieurs instituteurs ou institutrices qui n'avaient qu'un diplôme de deuxième classe de se qualifier pour la première classe.

La première école normale provinciale a été ouverte à Vancouver en 1901. En 1910, une loi permettait au bureau des examinateurs de décerner quatre classes de diplômes ou certificats: celui de troisième classe, valide pour trois ans; de deuxième classe, de première classe et académique, irrévocables. Après 1911, tous les porteurs de diplômes de troisième classe devaient obtenir un diplôme d'une des écoles normales. Une deuxième école normale avec une école modèle à deux divisions, fut ouverte à Victoria en 1915. En 1918, les élèves ayant subi avec succès leurs examens de troisième année en matières commerciales, étaient admis, pour la première fois, aux écoles normales dans le but de former des professeurs de matières commerciales. Par règlement adopté en 1919, les professeurs de classe académique doivent posséder un diplôme universitaire. La même année, l'université a donné son premier cours de pédagogie. En 1921, l'école d'été du département était fréquentée par 207 instituteurs ou institutrices et celle de l'université, par 124. En 1914, des cours du soir ont été inaugurés à Victoria, pour donner aux instituteurs des degrés primaires des leçons de modelage, etc. La même année et au même endroit, on inaugurait des cours du soir pour la formation des instituteurs dans l'enseignement aux anormaux.

Enseignement rural.—En 1922, il y avait 180 municipalités scolaires rurales, avec 579 classes dans des écoles à classes multiples, fréquentées par 22,252 élèves, et 81 écoles à classe unique avec 2,119 élèves. Il y avait aussi 266 écoles à classes multiples dans les districts scolaires ruraux, avec 8,487 élèves et 392 écoles à classe unique avec 9,462 élèves.

Ces municipalités emploient 4 médecins-visiteurs, 2 dentistes et 10 spécialistes en agriculture. Il y avait 150 jardins scolaires en 1922.

Le facteur le plus important de l'avancement de l'instruction dans les régions rurales est indubitablement le système de centralisation adopté pour l'école rurale municipale et les autres écoles rurales qui pourvoit au transport des enfants quand c'est nécessaire. Les districts ruraux municipaux ont été créés en 1906 et ont réduit le nombre des districts scolaires de la province de 257 qu'ils étaient en 1905-6, à 167 en 1906-7. Le succès du district scolaire de municipalité rurale ne peut se démontrer plus clairement que par la description statistique. C'est pourquoi on attire l'attention sur le tableau 67, montrant les progrès accomplis à tous égards par les écoles rurales municipales, depuis 1906.

Écoles d'agriculture, techniques, spéciales, etc.—Au cours de 1921-22, on comptait dans les écoles ordinaires de la Colombie Britannique 12 classes d'agriculture avec 10 professeurs et 450 élèves; 79 classes de travaux manuels avec 62 professeurs et 10,470 élèves; 51 classes de science ménagère avec 46 professeurs et 8,006 élèves, et 36 classes d'enseignement commercial. Les autres classes spéciales, en dehors des écoles ordinaires, étaient comme suit:

	Institu- tion	Instruc- teurs	Elèves
Enseignement industriel.....	3	27	111
Economie domestique.....	2	12	1,025
Enseignement commercial.....	11	44	52
Classes d'anglais pour étrangers.....	5	4	3,425
Autres spécialités.....	21	—	—

L'université avait 69 élèves en agriculture et 217 autres suivaient ses cours industriels abrégés. Il y a trois cours par correspondance: un cours industriel avec 152 élèves; un cours de commerce, avec 12 élèves; et un cours scolaire, avec 300 élèves. Les détails du cours technique régulier de l'université sont donnés dans le tableau, page 145.

Parmi les travaux pratiques de l'année, il faut inclure 150 jardins scolaires entretenus par 4,000 élèves et 50 jardins à domicile, cultivés par 600 élèves. Au cours de l'année, il y eut 15 expositions scolaires.

Les cours par correspondance dans les degrés primaires servent à l'instruction des enfants habitant des districts isolés. Ils sont sous la direction du département, gratuits, et couvrent tout le programme des écoles élémentaires. On peut aussi constater qu'il y a des cours de correspondance sur les sujets techniques. Des leçons de travaux manuels sont données à Vancouver le samedi, et c'est parmi les instituteurs qui les suivent que sont recrutés les instructeurs, dès qu'il se produit une vacance. Les écoles techniques donnent un cours de trois ans, après lesquels l'élève a droit à un certificat. Les cours de science ménagère embrassent plusieurs sujets tels que l'hygiène, le bien-être des enfants, le soin des malades, etc. Les cours élémentaires en agriculture comportent toujours le programme ordinaire des études dans les écoles élémentaires ou les hautes écoles. Le cours régulier de deux ans, donné par des spécialistes a été suivi par 457 élèves des hautes écoles.

En 1914, la législature autorisait la création de classes préparatoires à l'apprentissage et la commission de Vancouver organisait des classes spéciales pour enfants de plus de 15 ans, à la veille de quitter l'école. La même année, la province inaugurait un cours d'été en sciences rurales et le département s'intéressait aussi aux jardins scolaires. En 1916, il nommait un directeur des hautes écoles et des classes préparatoires à l'apprentissage. En 1915 on avait nommé un directeur de l'enseignement agricole élémentaire et un organisateur de l'enseignement technique et des écoles du soir. En 1917, on ouvrait à Vancouver la première classe technique pour garçons adjointe à l'une des hautes écoles. La même année, on créait, à Vancouver un bureau d'information et de placement pour les élèves. Les principaux devaient donner tous les détails requis sur les élèves de 14 à 17 ans, et le bureau mettait en contact avec les patrons les adolescents sortant de l'école. En 1918, les élèves qui avaient fait avec succès leur troisième année de cours commercial, étaient pour la première fois admis à l'école normale dans le but de se former à l'enseignement du commerce. En 1919, l'université acceptait comme étudiants agrégés, les élèves ayant passé leur examen d'immatriculation sur des sujets techniques. En 1920, la première école technique de Vancouver était ouverte. Cette même année, étaient décernés les premiers diplômes de professeurs techniques. En 1921, une grande école technique était construite à Vancouver et une autre à New Westminster. Cette même année, Vancouver établissait une école de métiers conjointement avec les organisations ouvrières. En ce temps-là, des cours commerciaux étaient déjà établis dans dix différents centres de la province.

Inspection médicale et classes spéciales.—Le département de l'Instruction Publique a ouvert une école pour les sourds-muets à Vancouver, au commencement de l'année, et un peu plus tard, lui a donné un local permanent à Port Gray. Cette école a maintenant 62 élèves. L'école industrielle qui était antérieurement à Port Gray, a été transportée à Coquitlam.

En 1907, le bureau des écoles de Vancouver engageait un médecin devant consacrer tout son temps à la visite des écoles, et un an plus tard, il retenait aussi les services d'une infirmière pour l'examen systématique et régulier de tous les enfants. En 1912, le personnel d'inspection médicale se composait d'un médecin y consacrant tout son temps, un médecin y donnant la moitié de son temps et de deux infirmières. En même temps, on pourvoyait au traitement gratuit de tous ceux qui ne pouvaient pas payer. Une clinique scolaire était ouverte, pour le traitement de la vue, etc., et des lunettes étaient distribuées quand c'était nécessaire. Le bureau a aussi organisé des classes en plein air pour les enfants délicats. L'année suivante (1913), l'inspection médicale était établie dans Vancouver-Sud. En 1914, une clinique dentaire était établie à Vancouver, avec un dentiste y consacrant 24 heures par mois. L'examen médical a été formellement introduit à Vancouver-Sud et à New Westminster, toutes les écoles de cette dernière ville étant visitées, et 2,023 examens étant faits par un médecin examinateur donnant la moitié de son temps à ce travail, et une infirmière y consacrant tout son temps. En 1918, une deuxième clinique dentaire était ouverte à Vancouver, et un expert en psychose était engagé pour étudier le cas des retardataires et organiser des classes spéciales. En 1919, le personnel médical se composait de 3 médecins, 7 infirmières, et un septième dentiste était engagé au cours de la même année. Victoria vota aussi les fonds nécessaires à la création d'une clinique dentaire. En 1920, le bureau de Vancouver s'organisait pour le traitement gratuit de tous les enfants appartenant à une famille dont le revenu ne dépassait pas \$4 par tête. La besogne fut si considérable et augmenta si rapidement, qu'avant la fin de l'année, le privilège de cette gratuité fut limité aux familles dont le revenu ne dépassait pas \$5 par tête. Au cours de l'année, une clinique dentaire fut ouverte à Victoria, la loi ayant autorisé l'engagement d'un dentiste et d'une sous-infirmière. Victoria a aussi établi un service pour les enfants souffrant du manque de nutrition. En 1921, le personnel médical du bureau de Vancouver se composait de 1 médecin en chef; deux femmes-médecins comme adjointes et 8 infirmières. Tous les cas de dentition défectueuse ont été traités.

Classes spéciales.—C'est en 1912, qu'à Vancouver, on a commencé à s'occuper des enfants retardataires ou anormaux. Dans deux écoles on introduisit des instituteurs surnuméraires, n'ayant aucune classe en particulier, et consacrant leur temps à l'instruction des élèves retardataires de toutes les classes. La même année, Vancouver instituait des classes spéciales pour les anormaux. Le bureau organisait aussi des classes en plein air pour les enfants frères et délicats. En 1914, des classes spéciales étaient créées à Vancouver pour la formation de professeurs pour les classes d'anormaux. En 1915, une classe spéciale, pour les anormaux qui n'étaient pas tout à fait des imbéciles, était ouverte à Victoria et une classe pour les sourds, était ouverte à Vancouver. En 1915, une classe pour aveugles était inaugurée à Vancouver. Cette année, dans la même ville, 8 enfants ont fréquenté les classes orales et les deux classes auxiliaires ont eu approximativement 12 élèves chaque. En 1918, un expert en psychose a été engagé par Vancouver, pour l'observation des retardataires et l'organisation de classes spéciales. En 1919, Vancouver avait 10 classes spéciales, et en 1920, 12. Cette même année, la ville nommait un surveillant devant s'occuper spécialement de suivre ces anormaux, tant à l'école qu'après leur sortie et plus particulièrement quand ils commencent à travailler. En 1921, les classes spéciales de la ville de Vancouver avaient atteint le nombre de 16, quatre nouvelles ayant été créées au cours de l'année. Cette même année, le gouvernement a pris à sa charge l'école des sourds-muets.

Enseignement supérieur.—En 1921-22, il y avait 1,231 étudiants inscrits à l'université de la Colombie Britannique et 189 inscrits dans les collèges. Les statistiques complètes du personnel de l'université sont données dans le tableau 94; celles des collèges dans le tableau 104 et les statistiques financières, dans le tableau 106. A noter tout particulièrement le tableau montrant les différentes classes des collèges de la province.

En 1890, une première tentative d'établir une université provinciale échoua; on se borna à l'élection d'un sénat. En 1896, un amendement à la loi des écoles permettait aux bureaux des commissaires des quatre villes de s'adresser au gouvernement pour l'obtention de chartes les constituant en bureaux de gouverneurs de leurs hautes écoles respectives, afin de les mettre en état de s'affilier aux universités de l'est. En conséquence, les hautes écoles de Vancouver et de Victoria ont été affiliées à l'université McGill, et en 1906, cette affiliation embrassait le Royal Institute of British Columbia. D'après son incorporation, amendée en 1907, cet institut avait le droit d'établir, à tels endroits qu'approuverait l'université McGill, des collèges d'enseignement supérieur à l'usage des deux sexes. Les classes universitaires de Vancouver et de Victoria ont alors été mises sous le contrôle de l'institut. Trois années de lettres et deux de sciences appliquées formaient la somme des cours donnés à Vancouver, tandis que Victoria ne complétait que deux années de lettres. Les dépenses étaient soldées par les octrois de la province, les contributions des bureaux des commissaires et par des dons privés. En 1907, la législature votait une dotation de 200,000 acres de terre à l'université, et en 1908 l'établissement d'une université incorporée était décrété. La première assemblée de convocation fut tenue en 1912. En 1920, le Victoria College, une des affiliations de McGill, était affilié à l'université. Il est probable que, depuis la fondation de l'université, peu de pays au monde ont fait autant de chemin dans la coordination du travail des écoles avec celui de l'université. En 1921, le département de l'Instruction Publique substituait l'examen d'immatriculation junior et senior au degré académique requis pour l'admission aux écoles normales. En 1920, un cours de pédagogie était institué par l'université. En 1922, elle inaugurait des cours d'été pour instituteurs. Ce n'est guère exagérer de dire qu'il ne manque pas un seul anneau au système d'enseignement de la Colombie-Britannique, depuis l'école maternelle jusqu'aux diplômes universitaires.

Ecoles privées.—Le nombre d'inscriptions dans les écoles privées élémentaires et secondaires était de 1,283, dont 432 garçons et 851 filles. Il y avait en tout six écoles privées. On trouvera dans le tableau 119 la répartition de ces 1,283 élèves par âge, par degré et par sexe. Le tableau 108 donne l'analyse de ces mêmes élèves suivant la résidence, etc. Les statistiques des collèges commerciaux sont données dans le tableau 120. Le nombre d'élèves dans les collèges commerciaux ayant fait rapport pendant l'année a été de 1,075.

Coût de l'enseignement.—L'instruction publique a coûté en 1921 la somme de \$7,833,578; le gouvernement provincial y a contribué pour \$3,141,738 et le reste, \$4,691,840 a été prélevé par cotisations locales. Le coût par élève inscrit a été de \$82.23; par unité de moyenne de fréquentation, \$103.73. Les dépenses de l'université ont été de \$549,775, dont \$18,590 au compte du capital et \$501,185 au compte des dépenses courantes. Les recettes ont été de \$558,447, dont \$489,500 en contributions du gouvernement et \$44,798 en contributions des élèves.

CHAP. III.—GÉNÉRALITÉS

Conseil consultatif honoraire des recherches scientifiques et industrielles.—Ce conseil doit sa fondation aux conditions créées par la grande guerre. Lors de la rupture des relations commerciales, les sources d'approvisionnement de plusieurs matières essentielles se trouvèrent taries, vu le manque de connaissances scientifiques pour trouver des substituts à ces matières ou à certains procédés indispensables à certaines industries primordiales. Il devint bientôt évident que la nation dépendait des monopoles étrangers dans l'application industrielle des sciences. Une commission du Conseil Privé fut nommée, ayant sous elle un conseil consultatif de recherches scientifiques et industrielles, nommé par le gouvernement impérial en 1915. Les dominions britanniques furent invités d'en faire autant, et le gouvernement du Canada nomma immédiatement, en 1916, un sous-comité du Conseil Privé, ayant sous lui le Conseil Consultatif Honoraire des Recherches Scientifiques Industrielles, composé de onze membres. Ce conseil était investi des attributions suivantes:

- (a) De rechercher et cataloguer les institutions publiques ou privées adonnées aux recherches scientifiques au Canada.
- (b) De constater et classer l'objet des recherches et investigations.
- (c) De coordonner les travaux de ces institutions de manière à éviter le double emploi dans leurs efforts.
- (d) De dresser une liste des problèmes scientifiques ou techniques qu'ont à résoudre nos industries.
- (e) D'étudier nos ressources nationales inemployées et les sous-produits et déchets de nos principales industries.
- (f) D'augmenter le nombre des chercheurs expérimentés et compétents.
- (g) De stimuler l'esprit public quant à l'importance et à l'utilité des recherches scientifiques.

En exécutant ce programme, le conseil découvrit qu'il manquait de moyens, d'hommes possédant la préparation nécessaire pour le développement scientifique des industries canadiennes, et pour remédier à cette lacune, il établit un nombre de bourses d'études et d'agrégation et des fondations collégiales d'une valeur annuelle respective de \$1,200, \$1,000 et \$750. Ces dernières sont accordées à des élèves diplômés des universités, et les deux autres bourses sont accordées par ordre de mérite, s'il y a preuve que le titulaire a montré des aptitudes spéciales pour les recherches scientifiques, après une année dans une des grandes universités du pays. Jusqu'à date, 146 bourses ont été accordées, et 96 personnes en ont profité. A cette fin, le Conseil n'a pas dépensé plus de \$40,000 par année, ou un peu plus du tiers des crédits lui sont alloués par le gouvernement du Dominion.

Le Conseil a commencé des recherches sur nombre de choses importantes, telles que l'utilisation de la tourbe canadienne, et le briquetage du lignite inférieur du sud-est de la Saskatchewan. Il a aussi fait 93 octrois pour investigations dans des sujets représentant une importance spéciale pour les industries canadiennes, dépensant de ce fait une somme de \$175,000.

Le Conseil s'est adjoint onze comités consultatifs composés des personnes les plus éclairées dans toutes les branches de la science du Canada, formant un total de 145 personnes, donnant leurs services gratuitement.

Le Conseil a recommandé au gouvernement l'établissement d'un institut de recherches nationales qui servirait à l'organisation d'un vaste système de recherches industrielles, un laboratoire et des usines, sous la direction d'un chef et de collaborateurs compétents, étant fournis par le gouvernement, et les différentes industries payant le salaire des techniciens et autres dépenses occasionnées par la solution des différents problèmes soumis à l'institut. Un comité spécial de la Chambre fut nommé pour étudier cette recommandation, et en avril 1920, fit un rapport favorable. Un projet de loi pourvoyant à l'établissement de cet institut fut présenté aux Communes et adopté, mais fut rejeté par le Sénat.

A l'heure actuelle, des instituts de recherches ont été fondés en Angleterre, en Australie, en Nouvelle-Zélande, au Japon, en Allemagne, et Belgique et aux Indes. (Secrétaire, S. P. Egleson, Ottawa).

Division de l'enseignement technique.—A la fin de 1922, cette division, créée sous l'empire de la loi de l'Enseignement Technique, fonctionnait depuis trois ans. L'assistance donnée aux provinces a stimulé l'activité dans toutes les branches de cet enseignement et il en est résulté une extension notable des cours d'apprentissage, autrefois limités à quelques grands centres industriels et qui se trouvent maintenant dans les petites cités et villes. Chaque province s'applique à pourvoir aux besoins des enfants qui ne trouvent pas ce qu'il leur faut dans les écoles académiques existantes, et des efforts sont faits tous les jours pour donner la formation technique et civique nécessaire à tout adolescent entrant dans l'industrie, et à tous ceux qui ont abandonné l'école avant d'être suffisamment équipés des connaissances nécessaires pour faire de bons citoyens et de bons artisans. Le but de la loi de l'enseignement technique est d'aider les provinces à mettre les cours d'apprentissage sur le niveau de l'enseignement secondaire.¹ Un nouveau type d'école, appelé la haute école composite, et qui combine l'enseignement académique, commercial, industriel, agricole et ménager dans une seule école, plaçant toutes ces matières sur un pied d'égalité, est en développement. Avant 1919, il y avait au Canada moins de dix édifices publics voués exclusivement aux cours d'apprentissage; en comptant aujourd'hui les nouvelles hautes écoles composites, il y a 32 édifices, dont dix complétés ou en cours de construction en 1922. Il y avait en préparation des plans pour la construction de six autres édifices. Toutes ces écoles sont dans les grands centres industriels ou commerciaux. Dans les centres moins importants, on se limite aux départements des industries, du commerce et de l'art ménager, qui sont attachés aux hautes écoles, et aux écoles du soir qui se font dans les écoles académiques de jour, ou d'autres salles temporaires. Le nombre des écoles d'apprentissage recevant un octroi en vertu de la loi de l'Enseignement Technique est de 283. Ce nombre inclut les départements d'apprentissage dans les autres écoles académiques, les écoles d'apprentissage du jour dans des édifices distincts, les écoles du soir et les départements provinciaux d'enseignement par correspondance. Cela ne comprend pas les écoles d'agriculture, ni les classes de travaux manuels ou de sciences ménagères adjointes aux cours académiques.² Des efforts ont

¹ Voir le troisième rapport annuel du Directeur de l'Enseignement Technique, publié par le ministère du Travail, Ottawa.

² Le Tableau 71, page 119, donne la statistique de ces écoles secondaires d'apprentissage comprises par la loi. Les autres tableaux de la section 7 donnent avec autant de précision que possible les statistiques des travaux manuels enseignés comme culture dans les écoles ordinaires, aussi bien que l'enseignement agricole et l'enseignement professionnel universitaire. Les chiffres du tableau 71 sont compris dans les autres tableaux. Les chiffres nets des cours d'apprentissage, sans double emploi, sont donnés dans le tableau 1.

été tentés pour établir une école centrale d'apprentissage dans la Puissance pour la préparation des instructeurs. A présent, les instructeurs sont tirés des rangs du personnel de l'enseignement académique des hautes écoles, des instructeurs de travaux manuels des hautes écoles, les nouveaux diplômés en génie et les artisans qui ont une bonne instruction générale. Presque tous les instructeurs viennent pratiquement de cette dernière source. Les provinces ont des cours d'été pour la formation des instructeurs; elles leur permettent aussi d'aller aux Etats-Unis pour s'y perfectionner. (Directeur—A. H. Crawford, Ottawa.)

Association Nationale d'Education.—Le premier congrès de l'Association Canadienne d'Education depuis 1918, a été tenu à Ottawa, le 1er et le 2 novembre 1922. L'Association, qui s'appelait Association d'Education du Dominion avant 1918, se compose de représentants des départements provinciaux de l'Instruction Publique, des présidents des universités et associations d'instituteurs, des représentants des différentes facultés et chaires des universités, des associations de commissaires et de syndics d'école, d'associations éducatives auxiliaires et d'autres groupements apparentés aux systèmes provinciaux d'enseignement. Il est aussi pourvu à l'admission comme membres de certaines autres personnes prenant un intérêt spécial à l'instruction ou l'éducation. Les délégués au congrès d'Ottawa représentaient toutes les branches de l'enseignement sous le contrôle administratif et quelques écoles et industries privées. Le congrès s'est occupé, entre autres choses, de la préparation d'une nouvelle histoire du Canada pour les écoles élémentaires. On a aussi commencé à élaborer un diplôme d'enseignement élémentaire qui serait accepté dans toutes les provinces. Une séance a été consacrée à la discussion de la loi de l'enseignement agricole, dont les effets expirent à la fin de la présente année fiscale. Une résolution demandant la continuation des subventions accordées sous cette loi a été adoptée. Les autres questions étudiées ont été les cours d'apprentissage et les nouvelles écoles composites (voir la division de l'enseignement technique) le développement des cours par correspondance et la formation des apprentis. (Secrétaire—Dr. J. H. Putman, Ottawa.)

Conseil National d'Education.—Le Conseil National d'Education a été formé lors de la conférence nationale sur l'éducation, tenue à Winnipeg, en 1919. Le but de la conférence était de rallier autour des écoles du Dominion, la meilleure opinion publique du pays. Comme résultat de cette conférence, un conseil de cinquante membres a été nommé pour étudier les principales questions soulevées alors et faire rapport à la seconde conférence qui devait être tenue à Toronto en 1923. Le programme du Conseil comprend: 1. Un congrès triennal; 2. La création d'un bureau canadien d'éducation; 3. Un plan de conférences nationales; 4. La publication d'un magazine pour enfants. Une bibliothèque d'ouvrages didactiques, déjà assez considérable, a été formée. Des investigations sur l'enseignement de la géographie, de l'histoire et de la littérature ont été entrepris au nom du Conseil par les universités McGill, Toronto et Queen. Les rapports devaient en être présentés à la conférence de 1923. (Secrétaire honoraire, le major F. Nay, Queen's Park, Toronto.)

Collège de la Frontière.—Ce collège, incorporé en 1919, est la transformation de l'Association pour la Lecture au Campement, fondée en 1900, dont le but était de procurer de la lecture aux mineurs et bûcherons des camps de l'Ontario. Des camps de lecture ont été établis à différents endroits et en 1902, le mouvement prenait pied dans la Colombie Britannique. Au cours des vingt premières années du siècle, plus de 300 classes ont été tenues sous la tente ou dans des wagons à marchandises, le long des chemins de fer, pour l'instruction des équipes de construction. Environ 100,000 hommes ont fréquenté les classes du soir, et 180,000 ont eu l'avantage de se procurer de la bonne littérature et de rester en contact avec la civilisation, par l'intermédiaire des camps du collège. Le collège s'est assuré les services de 500 instructeurs, tous des universitaires, qui ont enseigné à plus de 600 endroits différents au Canada. Au nombre de ces instructeurs, il y avait 63 diplômés d'université. Ces éducateurs ne se contentaient pas d'enseigner le soir, mais le jour ils travaillaient comme leurs élèves, partageant entièrement leur existence. Quelques-uns seulement remplissaient les fonctions de médecin du camp, de commis etc. Les cours donnés s'étendent depuis l'enseignement élémentaire jusqu'à la matriculation. Une méthode spéciale est employée pour l'instruction des étrangers. (Principal—Alf. Fitzpatrick, Ottawa.)

Ligue de l'enseignement d'outre-mer.—La naissance de cette organisation est le fruit d'une visite à Winnipeg de la British Association qui y tint son assemblée annuelle en 1909. L'échange d'idées en matière d'éducation fit surgir le désir de rapports plus suivis entre le corps enseignant de la Grande-Bretagne et celui du Canada. Un des premiers résultats fut la visite d'un groupe de 165 instituteurs canadiens en Angleterre, pendant les vacances d'été de 1910, sous les auspices d'une organisation qui a reçu plus tard le nom de «Hands across the Seas». Né au Manitoba, le mouvement s'est rapidement propagé aux autres provinces et a gagné l'approbation des dirigeants provinciaux de l'Instruction Publique qui, tour à tour, l'ont reconnu et approuvé officiellement, les ministres de l'Instruction Publique étant maintenant membres du conseil du Dominion, et leurs sous-ministres étant les présidents provinciaux. En 1911-12, il a été reconnu officiellement par les gouverneurs du Canada et de Terre-Neuve, le ministre de l'Intérieur du Canada, et le ministre premier de Terre-Neuve devenant membres du conseil consultatif. L'excursion, en Grande-Bretagne, en Irlande, dans le nord de la France et en Belgique, par les 165 instituteurs de 1910, a été suivie de visites annuelles semblables, mais sur une plus grande échelle. En 1912, le nombre des excursionnistes était de 300, et leur randonnée à bord d'un vaisseau nolisé à cet effet, couvrait la Méditerranée, Gibraltar, Malte et l'Egypte. La visite de 1914 a été interrompue par la déclaration de guerre et il n'y a eu reprise qu'en 1920. Outre les avantages recueillis par les instituteurs participant à ces voyages pendant la première période des activités

de la ligue, celle-ci inaugura un plan d'échange d'instituteurs entre le Canada et les autres parties de l'empire, le premier essai se faisant en 1913, quand trois institutrices du Manitoba furent échangées pour trois de la Nouvelle-Zélande, et le conseil de la cité de Londres plaçant dans ses écoles treize instituteurs venant de différentes parties du Canada. Depuis janvier 1913, il se publie un magazine consacré à la propagation des idées et des intérêts de la ligue. Une somme de \$4,000 avait été souscrite pour la construction d'un logement pour les institutrices d'outre-mer, à Londres, quand la déclaration de guerre est venue suspendre ses activités. En 1920, lors du retour au Canada, après des services signalés sur les champs de bataille, du fondateur et organisateur honoraire, major F. Ney, M.C., il y a eu réorganisation; le corps exécutif a été reconstitué, et c'est alors qu'il a pris le nom de Ligue de l'Enseignement d'Outre-mer. Dans chaque département de l'Instruction Publique au Canada, et dans le gouvernement de Terre-Neuve, un membre du personnel fut nommé secrétaire provincial de la Ligue, et le ministre fut nommé membre du conseil consultatif. L'idée a été ensuite adoptée en Nouvelle-Zélande, en Australie et en Afrique-Sud. En 1922, le Canada envoyait en Angleterre 3 instituteurs de la Colombie Britannique, 4 de l'Alberta, 1 de la Saskatchewan, 3 du Manitoba, 26 de l'Ontario et 1 de Québec, et en recevait un nombre égal de l'Angleterre; en Ecosse, 3 instituteurs de Vancouver et 1 de Regina, et en recevait 10 instituteurs; en Nouvelle-Zélande, 1 instituteur de la Colombie Britannique, 1 du Manitoba et 1 de l'Ontario; en Australie, 4 de Winnipeg, et recevait 11 instituteurs australiens.

Il est facile de se rendre compte du bien que peut faire un tel mouvement. Le but de la ligue devient évident par ce qui précède; il consiste dans une plus grande connaissance de tous les systèmes d'enseignement en vogue dans l'Empire; des relations plus intimes entre les différentes parties de l'Empire et le rehaussement du niveau social de l'instituteur et du professeur. On peut aussi y ajouter la perpétuation de la mémoire des victimes de la guerre. La ligue a à son crédit jusqu'à présent, l'organisation de visites officielles d'instituteurs dans les différentes parties de l'Empire; l'établissement d'un foyer pour les instituteurs d'outre-mer, à Londres; Angleterre; la publication d'une revue qui répand parmi les éducateurs de toutes les parties de l'empire, les meilleurs principes et maintient entre eux un étroit contact.

Comité National Canadien d'Hygiène Mentale.—Le Comité National Canadien d'Hygiène Mentale a été formé à Ottawa en avril 1918. L'intention de ses fondateurs était de participer au mouvement pour enrayer les tares mentales au Canada. On savait qu'il était fait très peu pour prévenir ou traiter ces cas à leurs débuts, bien que le Canada dépensât plus de six millions par année pour l'entretien des hôpitaux d'aliénés. On savait aussi qu'il y avait environ 60,000 personnes faibles d'esprit, dont au moins 10 p.c., ou 6,000, avaient réellement besoin de soins dans des institutions spéciales, alors que ces dernières ne pouvaient recevoir que 2,000 pensionnaires. Le comité se rendit compte de la nécessité de rehausser le niveau du traitement donné dans les maisons de santé; de surveiller plus étroitement l'immigration afin d'empêcher les tarés d'entrer au pays; d'instituer une politique d'hygiène mentale dans les écoles primaires, afin d'identifier les enfants anormaux et de leur donner les facilités de s'instruire que réclament leur condition; d'examiner les délinquants, les prostituées, les filles-mères et les indigents, de donner une plus grande place à l'hygiène mentale dans l'étude de la médecine, etc. (Secrétaire—Dr. C. M. Hincks, 102 College street, Toronto).¹

Cette œuvre a été grandement facilitée par un travail similaire antérieur et par l'expérience du Comité National d'Hygiène Mentale des Etats-Unis. Cette dernière organisation, en existence depuis déjà dix ans, avait été un grand facteur de progrès. Suivant l'exemple du comité américain, le comité canadien employa un personnel d'experts, et apporta sa collaboration au gouvernement fédéral, aux différents gouvernements provinciaux et aux autres organisations canadiennes s'intéressant au sort des malheureux déséquilibrés.

Au cours des cinq dernières années, le Comité a fait sept différents relevés provinciaux de l'hygiène mentale. Ces études comprennent une enquête dans les asiles d'aliénés, les écoles publiques, les prisons, les maisons de correction, les asiles et refuges, etc. Le but était de découvrir la nature et l'ampleur du problème des déficiences mentales dans chaque localité; ce qui avait été fait pour le résoudre, et, finalement, la préparation de recommandations au gouvernement concerné sur l'adoption d'un programme approprié d'hygiène mentale. Ces relevés ont été un facteur de progrès et ont entraîné la dépense de plus de cinq millions pour la construction de nouveaux édifices et un meilleur aménagement. De plus, les lois concernant les aliénés ont été révisées et des mesures d'hygiène mentale ont été insérées dans les systèmes scolaires, les œuvres sociologiques et les cours universitaires.

On peut voir par ce qui précède que le Comité National s'est essentiellement occupé d'investigation et d'éducation. Il s'est appliqué surtout à renseigner le peuple canadien sur les faits concernant les tares mentales et à gagner son appui pour les mesures d'hygiène mentale. Des articles de revues, des conférences publiques et des expositions ont porté leurs fruits. Ces efforts amènent une compréhension sympathique du problème. Dans le passé, la folie, par exemple, était considérée comme une disgrâce de la nature, et dans bien des cas les maladies étaient traitées comme s'ils avaient commis un crime contre la société. Grâce aux efforts du comité National et d'autres corps, la folie est maintenant considérée comme une maladie mentale, et ceux qui en souffrent reçoivent un traitement aussi doux et aussi intelligent que ceux qui souffrent d'une déficiences physique.

En conclusion, on peut dire que le Canada a été le deuxième pays au monde à organiser un mouvement d'hygiène mentale. Les résultats ont été suffisants pour attirer l'attention des autres pays, et le Dominion a contribué à étendre cette campagne humanitaire en Grande-Bretagne, en Afrique du Sud, en Australie, en France, en Belgique, et autres pays.

¹Aussi secrétaire général—Siège social de la ligue: 11 Kermedy street, Winnipeg.

La Croix Rouge Canadienne.—La société de la Croix Rouge Canadienne a été organisée en 1896, comme filiale de la Croix Rouge Britannique. Elle a été incorporée par statut fédéral en 1909, «pour soigner volontairement les malades et les blessés des armées, en temps de guerre».

La grande guerre a révélé, incidemment, l'énorme proportion de la population mâle de l'Empire, et de tous les pays qui ont pris part à la guerre, classifiée comme malingre. D'un tiers à la moitié des hommes examinés ont été trouvés impropres au service au front. Les hommes d'Etat, se rappelant le rôle que la Croix Rouge avait joué pendant la guerre, se sont immédiatement tournés vers cette société, susceptible d'aider le gouvernement dans ses efforts pour l'amélioration de la santé et la prévention de la maladie.

Une conférence des sommités mondiales sur la santé fut tenue à Cannes, France, en avril, 1919. Une de ses conclusions fut que la Croix Rouge pourrait, par l'éducation du public, et par d'autres moyens, être un précieux auxiliaire aux gouvernements dans leurs travaux pour la protection de la santé.

La conférence de la paix qui suivit inséra dans le pacte de la Ligue des Nations l'article suivants «Les membres de la Ligue conviennent d'encourager et soutenir les organisations volontaires dûment autorisées de la Croix Rouge, ayant pour but l'amélioration de la santé, la prévention de la maladie et l'adoucissement de la souffrance de par le monde».

En 1919, le parlement amendait la charte de la société de la Croix Rouge, lui permettant de s'occuper des fins ci-dessus mentionnées, et en 1922, une refonte de ses statuts donnait à cette société son status actuel.

Depuis 1919, la Société s'est tracé un programme de temps de paix en stricte conformité avec les résolutions adoptées par les experts en santé publique de la convention de Cannes, et l'article du pacte de la Ligue des Nations, dominé par deux considérations, à savoir premièrement, que la Croix Rouge est un auxiliaire du gouvernement; deuxièmement, que son œuvre essentielle est l'éducation du public et la formation d'un sentiment public sur les sujets touchant la santé.

Dans l'accomplissement de cette tâche, il convient de mentionner entre autres choses, ce qui suit 1—*Elle stimule la formation professionnelle d'infirmières.*

Les divisions provinciales de la Société ont établi à leurs frais, dans leurs provinces respectives, des cours pour la formation d'infirmières dans les universités suivantes:—Colombie Britannique, Toronto, Western (London), McGill et Dalhousie. La division de la Saskatchewan a établi un cours pour infirmières-ménagères à l'université de la Saskatchewan et la section du Nouveau-Brunswick a financé la formation professionnelle donnée aux infirmières de la santé publique dans cette province.

2. *Coopération avec les autres organisations.*—La Société a subventionné différentes organisations nationales pour leur permettre de continuer l'œuvre éducative et les autres travaux assumés par elles. Les organisations ainsi assistées sont: l'Association Canadienne contre la Tuberculose; Le Conseil National de Lutte contre les Maladies Vénériennes et la section du bien-être des enfants de l'Association Canadienne de la Santé Publique.

Les sections provinciales ont donné leur pleine coopération à l'Institut National des Aveugles, lui accordant des dons en argent ou en nature. Elles ont fait de même avec les associations provinciales contre la tuberculose et autres organisations.

La section de l'Ontario subventionne l'Association Médicale de la province pour l'aider à donner un cours supplémentaire à tous les médecins exerçant leur profession dans la province. Plus de 500 conférenciers ont parcouru la province semant partout la connaissance des dernières découvertes de la science médicale. La profession a montré de plus d'une manière son approbation, et l'Association déclare que c'est l'Ontario qui est à la tête du mouvement, ce qui sert d'exemple aux autres provinces et aux pays étrangers. Environ 3,000 médecins ont assisté aux conférences de l'Association et le bien accompli par leur intermédiaire ne peut se mesurer.

Les sections provinciales ont aidé à nombre d'organisations s'occupant de santé publique et d'hygiène, et les succursales locales ont fait un travail similaire sur leur territoire, s'intéressant surtout au bien-être de l'enfance et autres œuvres de ce genre.

3. *Propagande*—La Société a fait beaucoup pour la vulgarisation des principes d'hygiène individuelle, et de la salubrité des logements, de même que pour éveiller l'esprit public sur l'importance des services sanitaires. Le premier mouvement national de la Société, fut en 1921, une campagne de publicité tendant au recrutement de membres, effectuée au moyen de millions de brochures, affiches, circulaires, etc. Une fois commencé, le travail s'est continué et perpétué sous la forme d'un bulletin mensuel dont le tirage moyen depuis deux ans a été de 150,000 exemplaires, et par la publication d'opuscules sur différents sujets spéciaux, lesquels sont distribués par les sections provinciales.

La Société publie aussi «La Croix Rouge des Jeunes», consacrée à inculquer aux jeunes des habitudes sanitaires, et un bulletin sur l'hygiène et les premiers soins à donner aux malades.

Sur certaines questions spéciales importantes au point de vue de la santé, des conférences nombreuses ont été données avec projections sur l'écran lumineux et vues animées.

L'organisation de la Croix Rouge des Jeunes dans les écoles est une autre manifestation du travail éducatif de la Croix Rouge et de l'intérêt qu'elle prend à la formation des futurs citoyens canadiens.

4. *Rôle des infirmières formées dans les universités.*—Plusieurs des infirmières ayant suivi des cours supplémentaires dans les universités, ont été mises à la disposition des autorités sanitaires des provinces ou des municipalités, par les différentes sections provinciales de la Société. Ces infirmières ont participé à l'organisation du service de santé dans l'Ontario, et ont rempli le rôle d'infirmières de comté dans la Nouvelle-Ecosse, le Nouveau-Brunswick et l'île du Prince-Edouard; elles ont dirigé des infirmeries de campagne dans l'Ontario, le Manitoba, la Saskatchewan, l'Alberta et la Colombie Britannique. Partout où elles ont été stationnées, elles enseignent et pratiquent la manière de soigner les enfants et les malades, dans les écoles et dans les familles.

Des infirmières diplômées ont aussi été engagées en Colombie Britannique pour organiser des classes de puériculture à l'usage des mères et des jeunes filles. Ce travail doit s'étendre prochainement à toutes les provinces.

Comme résultat général de l'active propagande de la Société, le sentiment public devient graduellement mieux disposé envers les mesures de santé publique, facilitant ainsi aux gouvernements l'application des lois pour l'amélioration de la santé générale. Le travail accompli par la Croix Rouge, ou effectué par d'autres, à son instigation, a permis aux différentes provinces de faire, depuis trois ans, de grands progrès dans leur législation sur la santé publique. (Secrétaire général—Dr. Albert H. Abbott, Toronto.)

La Croix Rouge des Jeunes est simplement un groupement de garçons et de filles âgés de moins de 18 ans, ligüés dans un but d'entraide et de solidarité, et spécialement pour la pratique individuelle de l'hygiène, la formation et la pratique d'habitudes favorisant la santé et aussi pour l'assistance aux enfants infirmes. Elle existe maintenant dans toutes les provinces du Canada et compte approximativement 75,000 membres.

Cette idée, originaire du Canada, s'est maintenant propagée à 25 pays différents. Le mouvement a pris naissance à Montréal, en 1914, dans le but de donner aux enfants une occasion de participer à l'œuvre humanitaire de la Croix Rouge. Ils y mirent tant d'empressement et d'enthousiasme que les protagonistes de cette innovation en entrevirent toutes les possibilités. Après la guerre, on s'occupa de continuer et d'étendre le mouvement et de l'adapter au programme des œuvres de paix de la Croix Rouge, c'est-à-dire, l'amélioration de la santé, la prévention de la maladie et l'adoucissement des souffrances par toute la terre.

La Croix Rouge des Jeunes offre un excellent champ d'activité à certaines théories sur l'éducation. Elle est basée sur les trois principes fondamentaux de la formation de l'enfance qu'elle met en pratique: que le développement d'un enfant est le fruit de son propre travail; que sa conduite dépend des habitudes acquises, et que la meilleure époque pour la formation des habitudes est celle de la maléabilité de la jeunesse.

Les trois buts principaux de la Croix Rouge des Jeunes sont:

- (1) La protection de la santé;
- (2) L'avancement des idées humanitaires;
- (3) La promotion des vertus civiques.

Comme complément de ces trois buts nous pouvons ajouter un corollaire: l'apostolat de l'harmonie internationale.

Par ses enseignements, la Croix Rouge des Jeunes propage les connaissances sanitaires, donne l'occasion de les mettre en pratique et d'en contracter l'habitude. Parce qu'elles lui viennent de son propre club, et parce qu'il a derrière lui les glorieuses traditions de la Croix Rouge internationale l'enfant se sent fortement poussé à mettre en pratique ses connaissances de la salubrité. C'est l'inspiration qui arrive à l'enfant par l'élément spirituel qui se dégage des idéaux du service de la Croix Rouge et qui lui donne une détermination beaucoup plus forte que si elle était stimulée par un système de notes ou de points, ou si elle puisait ailleurs sa source.

Pour cultiver et développer les sentiments humanitaires des membres, on les intéresse au secours des enfants infirmes dont les parents sont indigents. Comme résultat, environ 2,000 enfants ont été traités pour différentes affections, et plus de 5,000 enfants des campagnes ont reçu des soins de dentistes. On voit immédiatement l'effet produit sur les enfants plus fortunés qui ont économisé leurs sous et se sont même efforcés d'en gagner d'autres pour accomplir une bonne action. A l'aurore de la vie ils apprennent la joie qu'il y a à rendre service et les devoirs de la solidarité envers les déshérités.

Les membres de la Croix Rouge des Jeunes n'apprennent pas seulement à protéger leur santé et celle des autres; ils n'apprennent pas seulement à rendre service, ils reçoivent aussi des leçons de civisme. Ils apprennent à diriger une assemblée délibérante d'une manière pratique et à parler en public. Ils lisent dans le grand livre de la démocratie et apprennent à choisir leurs propres dirigeants. Leur initiative et leur ingéniosité sont mises à contribution et se développent quand il s'agit de se procurer des ressources et, dans l'administration de ces fonds, ils se forment aux affaires et à l'honnêteté.

Les différentes unités de la Croix Rouge des Jeunes s'efforcent de se tenir en contact par correspondance. Par leurs magazines, les enfants d'un pays apprennent non seulement ce que fait la Croix Rouge des Jeunes dans les autres pays, mais ils ont aussi un aperçu des coutumes, des mœurs et des goûts de la jeunesse des autres pays. L'échange de sympathies et le respect de l'opinion d'autrui, ainsi encouragés, ne peuvent que favoriser l'harmonie internationale.

Sauf quelques rares exceptions, la Croix Rouge des Jeunes est toujours organisée et dirigée par les instituteurs. Toute l'organisation, et ses partisans, donnent leur appui à l'instituteur, et ainsi se trouve éliminée de l'école l'ingérence souvent mal accueillie des apôtres improvisés. La Croix Rouge des Jeunes est donc une grande manifestation éducative issue des écoles du Canada, et encouragée par l'appui officiel des départements de l'Instruction Publique de plusieurs provinces. (Pour tableaux statistiques, voir page 122). (Secrétaire honoraire—M. H. Love, 281 Sherbourne street, Toronto.¹

L'Ordre Canadien des Infirmières Victoria du Canada.—L'Ordre Canadien des Infirmières Victoria a été fondé en 1897, par la comtesse d'Aberdeen, femme du gouverneur-général d'alors, qui a obtenu une charte royale. Le but de la fondatrice était de fournir des infirmières qualifiées aux familles n'ayant aucun moyen de s'en procurer. En 1901, sous l'impulsion de lady Minto, l'ordre fondait des hôpitaux cottages dans les endroits où la population est clairsemée, particulièrement dans les territoires du Nord-Ouest, une somme de \$26,300 ayant été souscrite et dépensée pour cela. Suivant son programme, l'Ordre a ouvert et maintenu vingt-quatre hôpitaux dans différentes parties du pays éloignées des communications, lesquels, à l'exception de cinq qui sont encore à la charge de l'Ordre, ont été graduellement transférés en bon état aux autorités locales. Le champ d'activités de l'Ordre s'est constamment élargi depuis sa fondation et aujourd'hui il embrasse toutes les phases de la carrière d'infirmière ou de garde-malade, tant à domicile que dans le service public, soit à l'école, à l'usine, à l'hôpital, à la garderie, à la clinique, aux camps et jusqu'à l'enseignement de l'hygiène et de la salubrité.

Les infirmières appartenant à l'Ordre Victoria sont choisies avec soin parmi les diplômées et reçoivent ensuite une formation spéciale qui les prépare à assumer la charge d'un district. Au début, cette formation était donnée directement par l'Ordre, mais depuis 1921, trente bourses de \$400 chacune sont distribuées pour permettre aux infirmières diplômées de suivre ce cours aux universités canadiennes.

L'Ordre offre à tous les groupements de population des infirmières donnant un service efficace adapté aux besoins locaux déterminés par un comité local, après conférence et entente avec les autorités de l'endroit. Le bureau central est à Ottawa et contrôle tout le Dominion par des surveillantes ambulantes. A l'heure actuelle, l'Ordre a un pied à terre dans 61 centres et maintient des hôpitaux à Chapeau, North Bay, Cochrane, New Liskeard et Whitby. Le nombre des infirmières en service actif est de 312; en 1922, elles ont fait au total 600,000 visites.

Bien que le but essentiel de l'Ordre soit de soigner les pauvres, un grand nombre de personnes qui ne peuvent se payer les services d'une garde-malade privée ont recours aux visites des infirmières de l'Ordre pour lesquelles il est exigé un honoraire proportionné aux moyens du bénéficiaire. La plus grande partie des revenus de l'Ordre provient de cette source; le reste vient de subventions, dons et souscriptions. Chaque district a ses propres finances; les revenus de l'organisation centrale dérivent d'un fonds de dotation de \$335,000 et de subventions annuelles de \$5,000 par le gouvernement fédéral et de \$2,500 par la province d'Ontario. Cependant, ce dernier montant doit être dépensé dans l'Ontario, et à des fins spécifiées. (Pour statistiques, voir page 122). (Commissaire en chef—Dr. J. W. Robertson, Ottawa.)

Girl Guides.—Les Girl Guides sont une autre fondation de sir Robert Baden-Powell, le Chef Scout, offrant aux fillettes et aux jeunes filles un programme de travail et de distractions servant à la fois à la formation de leur caractère et au développement de leurs qualités physiques et morales. Le but poursuivi est quadruple: (1) la formation du caractère et de l'intelligence; (2) l'habileté et connaissances techniques; (3) dévouement envers autrui; (4) développement de l'individualité chez les jeunes filles.

L'organisation se propose également d'amener les parents et les institutrices à mêler plus d'esprit civique à l'éducation des jeunes filles. C'est un corps qui ignore les classes, les partis politiques et les affinités religieuses. Lors de son enrôlement, une Guide promet (1) loyauté à Dieu et au roi; (2) secours au prochain en tout temps, et (3) obéissance aux règlements des Girl Guides.

Ces règlements sont:

1. Il faut avoir foi en l'honneur d'une Guide.
2. Une Guide est loyale.
3. Le devoir d'une Guide est d'être utile à son prochain.
4. Une Guide est l'amie de tous et la sœur de toute autre Guide.
5. Une Guide est polie.
6. Une Guide est l'amie des animaux.
7. Une Guide est obéissante aux ordres.
8. Une Guide sourit et chante dans l'adversité.
9. Une Guide est économe.
10. Une Guide est propre en pensées, en paroles et en actions.

Les Guides ont été organisées au Canada en 1910. Le conseil canadien des Girl Guides a été formé en 1912, et incorporé par statut fédéral en 1917. Le commissaire en chef pour le Canada est Mme H. D. Warren, de Toronto, et les quartiers généraux sont au n° 22, rue du Collège, Toronto.

¹Directeur—Mlle Jean Browne, 410 Sherbourne street, Toronto.

L'organisation a trois classes distinctes: les Brownies, pour fillettes de 8 à 11 ans; les Guides, pour filles de 11 à 16 ans et les Rangers, pour jeunes filles de plus de 16 ans. En octobre 1923, il y avait 406 compagnies de Guides; 116 escouades de Brownies et 14 compagnies de Rangers en existence au Canada. Chaque compagnie administre ses propres fonds, mais ne fait aucune contribution aux quartiers généraux. Les Guides reçoivent une subvention du gouvernement fédéral. (Pour statistiques, voir page 123).

Association des Boys Scout.—Au 31 octobre 1922, cette association comptait 47,893 membres de tous les rangs, Wolf Cubs, Scouts, Scoutmasters, etc.; c'est une augmentation de 12,292 sur l'année précédente et de 27,000 depuis la réorganisation des quartiers généraux canadiens en 1919.

Une preuve que les Scouts du Canada ont travaillé plus et mieux que dans le passé, c'est que 6,787 plaques de capacité ont été données en 1919, 14,274 en 1921, et 24,836 en 1922.

En 1922, il y a eu 50 cas d'héroïsme, bravoure ou services reconnus par le bureau des médailles du Dominion et approuvés par Son Excellence, chef des Scouts du Canada, et ainsi récompensés:

- 3 croix de bronze,
- 16 croix d'argent,
- 14 croix de vermeil,
- 5 médailles de mérite,
- 12 certificats de mérite.

C'est le plus grand nombre de décorations décernées en une seule année.

Au cours de la période écoulée entre le 30 juin 1921 et le 31 décembre 1922, il a été émis 666 commissaires de guides. (Pour statistiques, voir page 123).

L'instruction publique chez les Indiens.—Pendant l'année 1922, 321 écoles à l'usage des Indiens étaient ouvertes, dont 250 écoles du jour, 55 écoles pour internes et 16 écoles de travaux manuels, ce qui représente, comparativement à l'année précédente, une diminution de 3 écoles du jour et 3 pensionnats et une augmentation d'une école de travaux manuels; 13,021 élèves étaient inscrits en ces écoles, soit 6,695 garçons et, 6,416 filles, une augmentation de 463 écoliers sur 1921; les écoles du jour en comptaient 7,990, les écoles pour internes 3,234 et les écoles de travaux manuels 1798. La moyenne de fréquentation fut de 8,664, soit une amélioration de 59 sur l'année précédente. Outre les écoliers dont il vient d'être parlé, 130 enfants indiens étaient élevés dans différentes écoles publiques ou privées de la Puissance et même dans certaines hautes écoles. Les 321 écoles ouvertes pendant l'année appartenaient aux confessions religieuses suivantes: neutres, 50 du jour et une de travaux manuels; catholiques, 85 du jour, 32 pensionnats et 9 de travaux manuels; église d'Angleterre, 70 du jour, 15 pensionnats et 3 de travaux manuels; méthodistes, 40 du jour, 1 pensionnat et 3 de travaux manuels; presbytériennes, 4 du jour et 7 pensionnats; armée du salut, une école du jour. Les crédits votés par le parlement pour l'instruction publique chez les Indiens pendant l'année ont atteint \$1,363,420. Outre cette somme, différentes tribus indiennes ont fourni une somme de \$56,457 à titre de contribution au traitement des instituteurs. (Surintendant: Russell F. F. Ferrier, département des Affaires Indiennes, Ottawa).

CHAP. IV.—ENSEIGNEMENT SUPÉRIEUR

En présentant les statistiques de l'enseignement supérieur, il est peut-être utile d'en esquisser brièvement les trois points principaux: (1) l'état général actuel de l'enseignement supérieur, tel que révélé par les dernières statistiques, lesquelles sont compilées ici; (2) l'orientation probable, telle qu'elle ressort de la comparaison avec les statistiques des années précédentes. (Voir les sept dernières éditions de l'Annuaire du Canada, et spécialement un tableau paraissant en page 167 des Statistiques de l'Instruction Publique au Canada, 1921); et (3), ce que peut être la signification de cette orientation.

1. L'enseignement supérieur au Canada est donné dans 23 universités et 65 collèges, y compris les 21 collèges classiques de la province de Québec. Bien qu'ils soient classifiés officiellement comme institutions d'enseignement secondaire, ces collèges enseignent des matières universitaires et le cours complet se termine par le baccalauréat ès arts, le diplôme étant conféré par les universités catholiques de la province. Des 23 universités canadiennes, six sont sous le contrôle de l'Etat (les universités du Nouveau-Brunswick, de Toronto, du Manitoba, de la Saskatchewan, de l'Alberta et de la Colombie Britannique); quatre sont neutres (les universités Dalhousie, McGill, Queens et Western), et le reste est confessionnel (les universités St-Dunstan, St-François-Xavier, St-Joseph, Laval, Montréal et Ottawa appartenant à la religion catholique romaine; King's College, Bishop's College et Trinity College à l'église d'Angleterre; les universités Acadia et McMaster appartenant à l'église baptiste et les universités Mount Allison et

Victoria, à la foi méthodiste. L'université Victoria et le Trinity College sont fédérés avec l'université de Toronto). Les 65 collèges peuvent être classifiés de la manière suivante: 6 d'agriculture, 2 techniques, 2 de droit, 1 de science vétérinaire, 1 de pharmacie, 18 de théologie, 10 affiliés pour les arts et les sciences pures, 21 classiques et 3 de différentes spécialités. Cette classification n'est peut-être pas bien claire pour la raison qu'un grand nombre des collèges de théologie, et autres, donnent des cours d'arts, ou des cours préparatoires. Le collège Macdonald, dans Québec, par exemple, peut tout aussi bien être classifié parmi les institutions d'enseignement agricole, ou dans les institutions affiliées, ou il peut être complètement exclu de la liste des collèges et considéré comme une faculté de l'université McGill. Dans la classification qui précède, il est inclus parmi les collèges agricoles. Suivant cette classification, les collèges agricoles sont l'Agricultural College, dans la Nouvelle-Ecosse; le Collège Macdonald, l'Ecole Agricole d'Oka et le Collège de Ste-Anne, dans Québec; l'Ontario Agricultural College, et le Manitoba Agricultural College. Les collèges techniques sont le Nova Scotia Technical College et l'Alberta Institute of Technology and Art. Les écoles de droit sont celles de l'Ontario et du Manitoba. Les écoles d'art dentaire, vétérinaire et pharmaceutique sont celles ainsi dénommées dans l'Ontario. Les collèges de théologie sont le Presbyterian College et le Holy Heart College, dans la Nouvelle-Ecosse; le Montreal Diocesan College et le Congregational College, dans Québec; le Knox, le Toronto Bible, le Waterloo, le Huron et le Wycliffe, dans l'Ontario; le Manitoba College et le St. John's College, dans le Manitoba; le St. Chad's, le Presbyterian et l'Emmanuel, dans la Saskatchewan; le Robertson et l'Alberta, dans l'Alberta; et l'Anglican Theological College dans la Colombie Britannique. Les collèges affiliés pour le faculté des arts, etc., sont: le Prince of Wales College, de l'île du Prince-Edouard; le St. Anne's et le St. Mary's, dans la Nouvelle-Ecosse; le Presbyterian College; dans le Québec; le St. Michael's et le St. Jerome, dans l'Ontario; le Brandon et le Wesley, dans le Manitoba; l'Edmonton Jesuit, dans l'Alberta; et le Colombia Methodist, dans la Colombie Britannique. Les divers autres collèges sont: L'Ecole des Hautes Etudes Commerciales, dans Québec; l'Ontario College of Art et le Royal Military College, dans l'Ontario; l'Edmonton Jesuit College est un collège classique associé à l'université Laval, et les 21 collèges classiques mentionnés plus haut sont tous dans la province de Québec, et affiliés ou annexés aux universités catholiques. La signification de ces expressions doit être expliquée. Un collège «affilié» dans Québec, veut dire une institution dont les cours et les diplômés sont sous le contrôle de l'université; un collège «annexé» est celui dont le programme d'études et les règlements sont approuvés par l'université, qui sanctionne les diplômés accordés aux examens; un collège «associé» est une institution affiliée mais située dans une autre province.

En 1922, le nombre d'universitaires était de 10,821 dans les institutions sous le contrôle de l'Etat (personnel enseignant, 1,038); de 6,704 dans les autres institutions neutres (personnel enseignant, 674); et de 14,287 dans les institutions confessionnelles (personnel enseignant, 3,137) ce qui donne un total de 31,792 étudiants et de 3,137 professeurs. Mais ces totaux sont la somme de toutes les inscriptions, dont un grand nombre sont comptées plus d'une fois, à cause des fédérations universitaires, des collèges affiliés et des écoles secondaires préparatoires. Les chiffres nets seront donnés plus loin. Il y avait 3,439 inscriptions dans les collèges agricoles; 912 dans les collèges techniques; 453 dans les écoles de droit; 1,064 dans les écoles d'art dentaire, pharmaceutique ou vétérinaire; 1,122 dans les collèges de théologie; 2,724 dans les collèges affiliés à la faculté des lettres; 9,321 dans les collèges classiques et 1,051 dans les autres collèges, ce qui forme un grand total de 20,086.

Il faut disséquer longuement et attentivement ces chiffres bruts avant d'arriver à une conclusion nette, et encore le résultat définitif n'est qu'un chiffre approximatif. Le tableau montre que 8,177 étudiants sont enregistrés à la fois aux universités et aux écoles affiliées. Quelques-unes de ces écoles sont comprises dans les 65 collèges, alors qu'un plus grand nombre sont au rang des écoles secondaires préparatoires. Comme ces écoles ne sont pas à l'étude dans ce chapitre, il suffit d'expurger les inscriptions en double dans les 23 universités et les 65 collèges.*

Cette expurgation faite, le total net est de 49,900 pour les universités et collèges. Ce chiffre comprend 8,322 inscriptions aux cours préparatoires donnés par 23 institutions (sur 88); 10,282 étudiants non encore diplômés dans les lettres et les sciences pures; 1,691 dans les cours des gradués; 3,295 en médecine; 2,567 en génie et sciences appliquées; 1,227 en musique; 1,577 en théologie; 488 en sciences sociales; 915 en commerce; 1,095 en droit; 525 en pharmacie; 250 en banque; 1,258 en chirurgie dentaire; 52 en architecture; 1,570 en agriculture, 668 en pédagogie; 589 en sciences ménagères; 212 dans les cours pour infirmières; 107 en sylviculture; 162 en médecine vétérinaire; 2,035 dans les écoles d'été pour instituteurs; 1,615 dans les écoles d'été pour autres que les instituteurs; 4,097 dans d'autres cours abrégés (y compris le travail technique secondaire d'une école technique); 1,747 dans les cours par correspondance; et 511 dans différents autres cours, et 9,502 dans les collèges classiques dont un certain nombre, 1,800, ont déjà été comptés dans les arts, et peuvent être déduits. La différence entre la somme de tous ces chiffres et le total net vient de ce que nombre d'élèves sont inscrits à plus d'un cours. Il est remarquable que les plus forts chiffres d'inscriptions se trouvent dans la médecine, le génie et les cours abrégés autres que ceux de l'agriculture, cette dernière spécialité ayant plus de 7,000 inscriptions. Ces chiffres ne comprennent pas 14,000 externes dans l'agriculture de la Saskatchewan. Le tableau 1 montre que le grand total des cours abrégés est de 24,032. A remarquer

*Pour les chiffres nets des inscriptions aux universités, aux collèges et aux écoles secondaires préparatoires, voir tableau 1. Pour arriver à ce résultat définitif, il a fallu employer les rapports de 1921 pour une province. Y compris les collèges classiques et les cours extérieurs, le total net de toutes les inscriptions aux universités et collèges est de 62,667.

aussi, qu'en dehors des cours préparatoires, les dix premiers cours, par ordre numérique d'inscriptions sont: (1) arts, etc.; (2) cours abrégés autres que l'agriculture; (3) médecine; (4) génie; (5) cours par correspondance; (6) théologie; (7) agriculture; (8) chirurgie dentaire; (9) musique et (10) pharmacie, ayant chacun plus de mille étudiants. Il convient aussi de noter l'inscription aux écoles d'été pour instituteurs, parce que cela peut assumer beaucoup d'importance.

Au cours de l'année, les universités ont conféré à 3,248 étudiants leurs premiers degrés, et 644 diplômes de degrés supérieurs. Ces derniers ont été conférés par 21 institutions, mais 217, ou près de la moitié, par deux institutions, les universités de Montréal et de Toronto, tandis que 484 diplômes ou 74 p.c. du total ont été conférés par 4 institutions, les universités de Toronto, de Montréal, Laval et d'Ottawa. Les étudiants ayant reçu les degrés supérieurs conférés par ces quatre universités se répartissent par les facultés ou cours suivants: arts, 96; sciences pures, 7; lettres, 7; philosophie, 43; commerce, 40; pédagogie, 3; agriculture, 16; génie et sciences appliquées, 30; sylviculture, 3; droit, 53; architecture, 6; médecine, 82; chirurgie dentaire, 26; musique, 1; pharmacie, 19; art vétérinaire, 19; théologie, 46; et sciences sociales, 7. Des degrés mentionnés dans la liste ci-dessus, 7 ont été conférés honoris causa. Par ce qui précède, il est clair que, à l'exception des degrés en arts, sciences pures, lettres, philosophie et pédagogie (155 en tout), il ne s'agit pas de degrés dans le sens propre du mot, c'est-à-dire de degrés conférés pour une connaissance très avancée dans une science que l'étudiant possédait déjà et dans laquelle il avait gradué, mais il s'agit plutôt de degrés comme M.D., etc., qui est réellement le premier degré en médecine, mais qui est conféré à des étudiants qui ont déjà leur degré de B.A. ou de B.S., etc. Le tableau 96 donne les détails des degrés conférés par chaque université.

Les statistiques montrent un autre côté intéressant de l'enseignement supérieur: la migration des étudiants d'une province pour aller dans des institutions des provinces sœurs. Les statistiques de 1922 montrent que les universités avaient 4,484 étudiants et les collèges 1,359 venant d'une province autre que celle où est située l'université, quand ils n'étaient pas complètement étrangers, ces derniers étant au nombre de 1,359 dans les universités et 293 dans les collèges. Les universités des provinces de Québec, Ontario et Saskatchewan ont été fréquentées par des jeunes gens de toutes les provinces, et les provinces de Nouvelle-Ecosse, Québec, Ontario et Manitoba ont attiré dans leurs universités plus de jeunes gens des provinces sœurs qu'elles ne leur en ont fourni. Les chiffres absolus révèlent que les universitaires du Manitoba sont comparativement les plus sédentaires, attendu que pour l'année seulement 152 d'entre eux sont allés étudier dans les autres provinces.

Les statistiques financières montrent que le revenu des universités et collèges a été de \$12,075,047 dont \$5,148,626 en subventions du gouvernement ou des municipalités, et \$2,577,239 en contributions, les revenus des universités seules étant de \$9,609,830, dont \$4,527,116 en subventions et \$1,994,076 en contributions. Le total des dépenses a été de \$13,796,803, dont \$9,849,707 au compte courant. Les subventions aux universités ont été distribuées comme suit: \$4,041,680 aux institutions sous le contrôle de l'Etat, \$257,305 aux autres institutions neutres.

II. La comparaison avec les années précédentes fait ressortir une augmentation notable dans les inscriptions aux facultés ou cours suivants: arts, sciences pures, etc., (cours des gradués), médecine, musique, commerce, droit, chirurgie dentaire, agriculture, pédagogie, sylviculture, cours d'été pour instituteurs, cours d'été pour autres qu'instituteurs, autres cours abrégés et cours par correspondance. L'augmentation est surtout prononcée dans les cours d'été de toute sorte et dans tous les cours abrégés. Il y a une légère diminution dans le génie et les sciences appliquées, la théologie, les sciences sociales, la pharmacie, les banques, l'architecture et les sciences ménagères. La diminution est considérable dans les cours préparatoires, ce qui est dû probablement au fait que plusieurs de ces cours qui avaient été mis à la disposition des soldats démobilisés ont été discontinués depuis que leur utilité a cessé. Les données des années précédentes ne sont pas suffisantes pour permettre de conclure que ces augmentations ou diminutions sont des indices de tendances nouvelles, ou qu'elles sont simplement accidentelles et particulières à ces deux années. Il serait surtout très risqué de tirer une conclusion en ce qui regarde les vieilles facultés, mais il semble qu'il en soit autrement des facultés ou chaires de création comparative récente.

III. L'augmentation la plus prononcée est constatée dans les écoles d'agriculture d'été et les autres cours abrégés. On peut dire sans hésitation que cette progression est très significative. Les inscriptions aux écoles d'été pour instituteurs ont été presque quadruplées; les autres écoles d'été ont eu huit fois plus d'élèves que l'année précédente et les autres cours abrégés ont triplé le nombre de leurs inscriptions. L'enseignement universitaire est maintenant à la portée de tous ceux qui ont poussé assez loin leurs études pour pouvoir en bénéficier. La popularité grandissante des écoles d'été pour instituteurs est particulièrement remarquable, mais il est encore difficile de prédire jusqu'où conduira cette tendance. En premier lieu, l'instituteur qui se prévaut de cet avantage doit être de la bonne étoffe. Deuxièmement, les méthodes d'étude scientifiques absorbées par l'instituteur à l'université, et ce que celui-ci y laisse de ses idées, devraient former une heureuse combinaison pour l'avancement de la science. Troisièmement, le fait d'altérer entre la théorie et la pratique doit avoir sur l'instituteur une influence bienfaisante qui se reflète ensuite sur sa classe dès qu'il la reprend. Quatrièmement, cette facilité d'acquérir une compétence en hygiène scolaire, sciences ménagères, etc., donne à l'instituteur ou à l'institutrice une plus grande valeur auprès de ceux qui les emploient.

CHAP. V.—ÉCOLES PRIVÉES

La section 13 (tableaux 108 à 122) couvre les statistiques de deux catégories d'écoles privées: (1) les écoles élémentaires et secondaires donnant le même enseignement que les écoles ordinaires du jour sous le contrôle administratif, c'est-à-dire, se bornant à l'enseignement des matières purement académiques; et, (2) les collèges commerciaux qui se spécialisent dans la formation au commerce, et dont le programme est un véritable cours d'apprentissage. Comme on peut le voir par les tableaux 109 et 122, la ligne de distinction entre les deux catégories n'est pas toujours très nette, puisque de nombreux sujets sont enseignés dans les deux catégories. Il est aussi intéressant de faire la comparaison avec le programme d'enseignement des écoles publiques. Dans certains cas, les écoles privées élémentaires et secondaires donnent des cours d'apprentissage. D'autre part, presque tous les collèges commerciaux ont aussi un programme d'enseignement académique.

Des rapports couvrant l'année terminée fin juin 1922 ont été reçus de 121 écoles privées élémentaires ou secondaires, et 133 collèges commerciaux. Les écoles primaires et secondaires ont enregistré 17,399 élèves (6,565 garçons et 10,834 filles) dont 6,425 pensionnaires; les collèges commerciaux ont eu 23,949 inscriptions (9,177 garçons et 11,469 filles, les autres inscriptions ne tenant pas compte du sexe). Dans les deux catégories d'écoles privées, la supériorité numérique des filles est remarquable, surtout dans les écoles privées élémentaires et secondaires, où les filles sont deux fois aussi nombreuses que les garçons.

La comparaison du programme de ces institutions privées avec celui des écoles publiques est très intéressante. Un bon moyen de faire cette comparaison, c'est de mettre par ordre numérique chaque matière enseignée, en commençant par celles qui sont enseignées au plus grand nombre dans chaque catégorie d'institutions. On trouvera ces chiffres dans les tableaux 56, 109 et 122. La coordination numérique est la suivante:

	Écoles privées élémentaires et secondaires	Écoles publiques secondaires	Collèges commerciaux privés
1	Anglais.....	Anglais.....	Sténographie.
2	Algèbre.....	Algèbre.....	Orthographe.
3	Français.....	Histoire.....	Dactylographie.
4	Latin.....	Arithmétique.....	Calligraphie.
5	Culture physique.....	Français.....	Correspondance.
6	Géométrie.....	Géométrie.....	Routine de bureau.
7	Musique.....	Latin.....	Calcul rapide.
8	Arithmétique.....	Culture physique.....	Documents de commerce.
9	Histoire d'Angleterre.....	Géographie.....	Classement.
10	Histoire du Canada.....	Art.....	Comptabilité.
11	Physique.....	Botanique.....	Arithmétique commerciale.
12	Chimie.....	Physique.....	Pratique commerciale.
13	Droit civique.....	Chimie.....	Droit commercial.
14	Géographie générale.....	Zoologie.....	Composition anglaise.
15	Français (oral).....	Travaux manuels.....	Arithmographie.
16	Histoire religieuse.....	Sciences ménagères.....	Secrétariat.
17	Histoire ancienne.....	Comptabilité.....	Affaires bancaires.
18	Géographie physique.....	Sténographie.....	Escompte et intérêt.
19	Art.....	Dactylographie.....	Miméographe.
20	Botanique.....	Trigonométrie.....	Vérification.
21	Sciences élémentaires.....	Sciences élémentaires.....	Calculateur rapide.
22	Elocution.....	Physiologie.....	Français.
23	Sciences ménagères.....	Manoeuvres militaires.....	Dictionnaire.
24	Manoeuvres militaires.....	Agriculture.....	Administration.
25	Instruction religieuse.....	Allemand.....	Littérature anglaise.
26	Trigonométrie.....	Musique.....	Tenue des livres mécanique.
27	Allemand.....	Mathématiques appliquées.....	Géographie commerciale.
28	Sténographie.....	Droit commercial.....	Géographie économique.
29	Dactylographie.....	Travaux industriels.....	Droit civique.
30	Histoire d'Europe.....	Grec.....	Machine à écrire.
31	Comptabilité.....	Espagnol.....	Histoire du commerce et de l'industrie.
32	Zoologie.....		Règle barème.
33	Droit commercial.....		Théorie économique.
34	Dessin linéaire.....		
35	Psychologie.....		
36	Physiologie.....		
37	Travaux manuels.....		
38	Grec.....		
39	Espagnol.....		
40	Agriculture.....		
41	Histoire de France.....		
42	Espagnol (oral).....		
43	Italien.....		
44	Suédois.....		

Il est à remarquer que la première moitié, est celle des matières étudiées par la plus grande partie des élèves tant dans les écoles publiques que privées, couvre à peu près toutes les matières exigées par les départements de l'instruction publique et les universités pour les examens de matriculation et pour les diplômes non professionnels. Ceci démontre jusqu'à quel point les écoles privées suivent la route tracée par l'Instruction Publique ou par les universités. Il semble, cependant, que les écoles privées cultivent les langues étrangères et les sujets purement académiques un peu plus que les écoles publiques secondaires.

L'avantage particulier des écoles privées élémentaires et secondaires est évident quand on fait la comparaison du nombre des élèves avec celui des professeurs, et la distribution des degrés par âges. Pour 17,399 élèves, il y a 1,089 professeurs, ou un instructeur pour 16 élèves, alors que les écoles publiques en ont un pour 40 élèves. La formation individuelle qui en résulte est très importante. De plus, la distribution des âges par degrés, dans les tableaux 111 et 119, comparée à la distribution correspondante des écoles publiques, tableau 14, montre que certaines de ces écoles privées ont certainement des sujets modèles et sélectionnés. Cette sélection est surtout évidente dans une certaine école dont la distribution est donnée dans la section consacrée à l'enseignement spécial (page 122) pour montrer quel peut être le rôle de l'école privée dans l'instruction des élèves avancés. Si les retards et les avances des élèves entre 7 et 13 ans de cette école sont calculés sur la même base que dans la page 122, au sujet du tableau 13, on remarque surtout ce qui suit:

Élèves retardataires		Élèves avancés	
1 an.....	0	44 ou 20.6 p.c. du total	
2 ans.....	0	85 " 40 "	
3 ans ou plus.....	0	84 " 39.4 "	
Total.....	0	213 " 100 "	

	P.C. des retardataires		Pourcentage des avancés	
	Toutes les écoles	École privée citée comme exemple	Toutes les écoles	École privée citée comme exemple
1 an ou plus.....	23.8	-	19.4	20.6
2 ans.....	9.9	-	6.5	40.0
3 ans ou plus.....	4.1	-	2.3	39.4
Total.....	37.8	-	28.2	100.0

Age	Degré médian	
	Toutes les écoles	École privée citée en exemple
7 ans.....	1.58	-
8 ans.....	2.17	5.50
9 ans.....	2.87	5.50
10 ans.....	3.89	5.89
11 ans.....	4.74	6.75
12 ans.....	5.60	8.06
13 ans.....	6.53	9.02

Il y a là des indications que la distribution ci-dessus est grandement affectée par le caractère des sujets pris comme exemples. Comme il n'y a pas d'enfants de moins de huit ans dans l'école citée, et que ceux qui y entrent à l'âge de huit ans sont déjà dans le degré V, il est évident que leur instruction primaire leur a été procurée ailleurs et que presque tous sont des enfants exceptionnellement brillants.

RÉSUMÉ DES LOIS SCOLAIRES PASSÉES EN 1922 DANS LES DIFFÉRENTES PROVINCES

ÎLE DU PRINCE-ÉDOUARD

(Néant)

NOUVELLE-ÉCOSSE

Loi sur l'instruction publique.—Le chapitre 39 amende le chapitre 9 de la loi de 1918, en portant de douze à vingt le nombre des versements annuels qu'une commission scolaire peut faire pour rembourser un emprunt; il ajoute aux dépenses recouvrables au moyen de la taxe scolaire le paiement des frais de toute délégation envoyée à un congrès avec l'autorisation du Conseil et il porte de \$600 à \$1,000 le traitement qui peut être payé aux instituteurs et inspecteurs en vertu de la loi de 1918. «Toute Commission, et les syndics de toute section ouvriront chaque année, avant le 1er septembre, un registre contenant le nom et l'âge de tout enfant ou adolescent de quatre à dix-huit ans habitant cette section scolaire, de même que le nom des parents et leur adresse.» La loi rend plus rigoureuse l'interdiction de faire travailler pendant les heures de classes les enfants n'ayant pas encore 16 ans, en changeant «aucun enfant..... ne sera employé à travailler.....» par «nul ne pourra faire ou laisser travailler..... un enfant.....»

NOUVEAU-BRUNSWICK

Loi des écoles.—Le chapitre 5 de la loi de 1922 amende le chapitre 50 des statuts consolidés de 1903, de la manière suivante:

Le Conseil de l'Instruction Publique se compose du lieutenant-gouverneur, des membres du conseil exécutif, du chancelier de l'université du Nouveau-Brunswick et du directeur général de l'enseignement. Il peut établir une école normale avec des classes modèles, la moitié des traitements des instituteurs de ces classes étant payée par la ville de Fredericton; il peut faire des avances à des élèves méritants et qualifiés afin de leur permettre de compléter leurs cours à l'école normale provinciale, et leur allouer jusqu'à \$24 pour leurs frais de voyage; il peut créer des districts d'inspection et nommer des inspecteurs compétents jusqu'au nombre de 8, dont le traitement ne pourra dépasser \$2,000, plus une allocation ne dépassant pas \$500 par année pour frais de voyage, etc.; il peut diviser la province en districts scolaires et créer de nouveaux districts, aucun district ne devant compter moins de 50 enfants âgés de 6 à 16 ans, à moins que sa superficie n'excede 3½ milles carrés; il peut faire des règlements pour l'organisation, l'administration et la discipline des écoles, des édifices et terrains scolaires, la classification des écoles et des instituteurs, la régie des examens, la nomination des instituteurs, l'octroi d'allocations et de permis; de décréter ce que seront les livres et le mobilier scolaires et de déterminer le programme d'études des différentes classes; de statuer sur les appels des décisions des inspecteurs et de rédiger et publier les règlements en vertu desquels l'argent peut être prélevé et dépensé; de donner les privilèges scolaires à tout district qui n'a pas pu se former un bureau de syndics et d'autoriser l'inspecteur à assumer les devoirs des syndics dans tel district; de disposer de tout l'argent et tous les biens appartenant à un district scolaire en désorganisation et de les garder en fiducie pour la protection des créanciers. Le directeur général de l'enseignement, qui dépend du Conseil de l'instruction publique, exerce son autorité sur les inspecteurs; il doit faire appliquer la loi et les règlements scolaires; il doit répartir les fonds scolaires du comté suivant la loi; il doit préparer un rapport annuel; comme président du sénat de l'université, il doit, quand il est présent, présider aux assemblées des syndics et convoquer les assemblées spéciales. L'inspecteur doit examiner les écoles et les édifices et faire un rapport; expliquer la loi aux syndics et aux instituteurs; rappeler aux instituteurs leurs devoirs; aider l'inspecteur en chef à uniformiser le système scolaire; nommer un ou des syndics en certains cas; désigner les districts qui, à cause de leur pauvreté, devront être aidés l'année suivante:

Ressources.—Les traitements des instituteurs sont assurés: (1) par le trésor provincial, (2) par le fonds scolaire du comté, et (3) par la cotisation du district. Toutes les autres dépenses fixes ou courantes doivent être payées au moyen de la cotisation locale ou de district, et l'achat ou la construction d'écoles peut être payé par des emprunts ne dépassant pas sept ans, à moins d'une loi spéciale.

Aide provinciale et minimum des traitements.—Les instituteurs diplômés doivent être rémunérés suivant l'échelle suivante: 1ère classe, \$135 par année pour les deux premières années depuis la troisième année jusqu'à la septième, \$150 par année, et après la septième, \$175 par année; 2ème classe, \$108 par année pour les deux premières années, \$120 par année de la troisième à la septième années et \$140 par année subséquemment; 3ème classe, \$80 pour les deux premières années, \$90 de la troisième à la septième années et \$100 par année après la septième année; les instituteurs-adjoints, s'ils ont une classe dans une salle distincte, mais sous le même toit que l'école, et s'ils enseignent régulièrement au moins quatre heures par jour, recevront la moitié des sommes ci-dessus mentionnées, suivant leur classe. Ces traitements sont payables semestriellement et au prorata.

Dans les districts dont l'évaluation est de \$20,000 ou moins, le minimum de traitement total sera de \$500; de plus de \$20,000 et moins de \$50,000, \$600; de \$50,000 ou plus, \$700. Le conseil de l'instruction publique peut refuser de verser les octrois aux syndicats qui paient ou aux instituteurs qui acceptent moins que le minimum de traitement spécifié.

Les districts scolaires ayant une organisation spéciale pour les élèves retardataires pourront recevoir une allocation susceptible d'atteindre \$100 pour chaque classe à l'usage de ces retardataires et l'instituteur qui a suivi un cours spécial d'aptitude à cet enseignement pourra recevoir une allocation de \$100.

Cotisation de comté.—Il sera prélevé 60 cents sur chaque habitant du comté, plus un quantum ne dépassant pas 10 p.c. des dépenses et pertes du secrétaire du comté; cet argent doit être distribué par le directeur général de l'enseignement, une moitié à la fin de chaque semestre et affecté au paiement du traitement des instituteurs, de la manière suivante: une somme de \$60 (ou le prorata du temps consacré) à chaque bureau de syndicats pour chaque instituteur diplômé; le reste, moins certains montants qui doivent être versés à l'école pour les aveugles et les sourds, doit être distribué entre les différentes écoles en prenant pour base la moyenne de la fréquentation scolaire pendant le semestre.

Cotisation de district.—Cette cotisation est prélevée sur (1) tout citoyen mâle (les membres du clergé excepté) de 21 à 60 ans, sous forme d'une taxe de capitation de \$1; le surplus des fonds dont la perception est autorisée sera prélevé sur la propriété foncière et sur le revenu.

Aide aux districts pauvres.—Les districts qui ont droit à une aide spéciale à cause de leur pauvreté peuvent recevoir de la province un octroi ne dépassant pas la moitié de ce qui est régulièrement octroyé au district sur la classification des traitements des instituteurs; ils peuvent aussi recevoir du comté un montant ne dépassant pas le double de ce qui est versé aux autres districts en raison de la fréquentation scolaire. Le maximum de la contribution d'un comté au traitement des instituteurs des districts pauvres est de \$120 par année et par instituteur, excepté dans les cas où l'évaluation n'est que de \$5,000 ou moins, auquel cas il est permis d'y pourvoir d'une manière spéciale.

District scolaire.—Le district élit ses syndicats et un vérificateur (qui ne doit pas être un syndic) et décide de toutes les contributions en faveur des écoles par le district; chaque année, il peut déléguer un ou plusieurs représentants aux congrès des syndicats ou des instituteurs et payer leurs dépenses; une assemblée annuelle doit être tenue le deuxième lundi de juillet; peuvent voter à cette assemblée les contribuables habitant le district et qui ont payé toutes leurs redevances scolaires de district pour l'année écoulée.

Édifices scolaires.—Un district de 50 écoliers ou moins, doit avoir une maison d'école avec un instituteur; de 50 à 80 écoliers, une maison d'école avec une classe dans une pièce séparée, un instituteur et un adjoint; de 80 à 100 écoliers, une maison d'école comprenant deux salles de classe avec un instituteur et deux adjoints, ou bien une maison à deux logements, petite et grande classe, avec deux instituteurs, ou dans certains cas, deux maisons, une pour les plus jeunes et l'autre pour les plus avancés; de 100 à 150 écoliers, une maison avec deux logements et une salle de classe, avec deux instituteurs et au besoin un adjoint, ou, si le district est long et étroit, trois maisons, etc.; de 150 à 200 écoliers, une maison avec trois logements et une salle de classe, trois instituteurs, et si nécessaire, un adjoint; de 200 écoliers ou plus, une, ou des maisons avec l'espace suffisant pour loger les classes primaires et les classes avancées, de sorte que dans les districts de 600 écoliers ou plus, la proportion des écoliers des cours primaires, avancés et de haute école soient d'environ comme 8 et 3 sont à 1.

Dans les cas où les enfants habitent trop loin de l'école, les contribuables peuvent décider par le vote s'ils doivent leur fournir des moyens de transport; chaque fois que la majorité des contribuables consultés dans deux ou plusieurs districts contigus, décident de s'unir pour l'établissement d'une école de district et d'organiser le transport des écoliers, la province devra contribuer la moitié du coût de ce transport; le Conseil de l'instruction publique peut ordonner l'union de deux ou plusieurs districts contigus et le voiturage des écoliers; quand le nombre des districts ainsi unis est de trois, ou plus, le nombre des syndicats peut être porté à sept; le conseil de l'instruction publique peut consacrer chaque année une somme de \$5,000 pour procurer les avantages scolaires aux écoliers habitant des régions isolées, soit en payant leur pension dans les districts où il y a des écoles, soit en payant pour leur transport.

Le bureau des syndics a le pouvoir, et le devoir de donner gratuitement l'enseignement scolaire à tous les résidents âgés de 6 à 20 ans, et les personnes de 20 ans ou plus, ayant la faculté d'en profiter s'il y a accommodation suffisante; de régler la fréquentation de l'école suivant les besoins de chaque classe, et de fournir aux enfants les livres et autres accessoires, si les parents y manquent, ces dépenses devant être remboursées par les personnes responsables, à moins d'exemption; de fournir des prix, mais pas sur chaque matière enseignée; de refuser l'admission des classes aux enfants qui n'ont pas été vaccinés. L'instituteur se renseignera sur le nombre de familles dans le district, le nombre d'enfants en âge de fréquenter les écoles, ainsi que le nombre et la cause des absences, etc.

Ecoles supérieures et de grammaire.—Chaque comté a droit à une école supérieure pour chaque 6,000 habitants; ou dans certaines circonstances, à une école additionnelle; tout comté peut avoir une école de grammaire de comté; si un comté n'a pas d'école de grammaire, le conseil de l'instruction publique peut y établir une école supérieure additionnelle, mais une école de grammaire et une école supérieure ne peuvent être établies dans une même paroisse, à moins de circonstances spéciales, la contribution provinciale au traitement d'un instituteur ayant ses brevets d'école supérieure ou d'école de grammaire est de \$250 par année pour les sept premières années, et plus tard, de \$275 par année, pourvu que les syndics paient au moins autant; pour l'instituteur d'une école de grammaire de comté porteur d'un brevet d'école de grammaire et se conformant au programme d'enseignement, \$350 par année pour les sept premières années et ensuite, \$400 par année; cependant, cet octroi ne peut être donné à plus de quatre instituteurs dans une même école de grammaire. Toutes les écoles bénéficieront du fonds scolaire du comté; la fréquentation des écoles supérieures, à partir de la septième classe et au-delà, sera gratuite pour tous les habitants de la ou des paroisses où est située l'école; les écoles de grammaire de comté sont gratuites pour tous les enfants du comté, à partir de la neuvième classe. Le conseil de l'instruction publique peut contribuer à la formation d'une bibliothèque un montant égal à la moitié de celui dépensé par le district, mais ne peut dépasser \$20.

Caractère des écoles.—Toutes les écoles seront neutres. Dans les villes où le nombre des enfants enrôlés dépasse 2,000 le conseil de l'instruction publique pourra engager un directeur; dans les cas où le nombre des enfants entre 6 et 20 ans (outre les aveugles, les sourds et les muets) ne dépasse pas 12 et où la moyenne de fréquentation n'atteint pas 6, il ne sera pas ouvert d'école, à moins d'une permission spéciale, pourvu que l'assemblée scolaire annuelle soit tenue et qu'à chaque assemblée scolaire soient votés les fonds nécessaires au voiturage des enfants jusqu'à l'école la plus rapprochée, et au paiement des contributions exigées par cette école.

Travaux manuels.—La province donne un octroi au moins égal à la moitié de la somme dépensée pour l'outillage des cours d'enseignement manuel ou ménager; un instituteur qualifié en enseignement manuel reçoit une gratification de \$50 en plus de son octroi provincial; s'il enseigne dans plusieurs écoles et consacre tout son temps à cet enseignement, sa gratification sera de \$200 par année; les instituteurs suivant des cours dans des écoles d'enseignement manuel approuvées ont droit au remboursement de leurs dépenses de voyage, à l'égal de ceux qui vont à l'école normale; les instituteurs qui ont un brevet d'enseignement de l'histoire naturelle et de l'agriculture et qui donnent cet enseignement dans les jardins de l'école ont droit à l'octroi du gouvernement fédéral à l'enseignement agricole, et les syndics ont droit à leur part de cet octroi pour les dépenses encourues dans l'entretien des jardins, etc. Ce travail est sous la direction du directeur de l'agriculture élémentaire. L'enseignement est sous le contrôle général du ministre de l'Agriculture, mais en autant qu'il affecte les écoles publiques, il se trouve sous la direction du directeur général de l'enseignement. Il peut être accordé des bourses, de \$50 pour les femmes et \$75 pour les hommes, aux instituteurs désignés pour suivre des cours de trois mois aux collèges Macdonald, de Guelph, etc.

Ecoles centralisées.—Si trois districts scolaires, ou plus, s'unissent pour l'établissement d'une école centrale avec jardin et classe de travaux manuels, la province peut accorder un octroi additionnel de \$1,000 par année, outre toutes les allocations pour le voiturage des enfants, et pour les cours manuels, mais le total de tous les octrois à tous les districts combinés ne peut dépasser \$7,000 par année.

QUÉBEC

Université de Bishop's College.—Le chapitre 4 autorise la province à donner à l'université Bishop's College une somme n'excédant pas cent mille dollars, payable par versements annuels de vingt mille dollars chacun, à prélever sur les recettes ordinaires annuelles.

Loi des subventions aux collèges classiques.—Le chapitre 5 définit le collège classique comme toute institution d'enseignement secondaire actuellement existante et reconnue comme telle par le comité catholique du conseil de l'instruction publique. Il est loisible au lieutenant-gouverneur en conseil d'attribuer annuellement, aux fins de la présente loi, une somme n'excédant pas \$230,000 payable à même le fonds consolidé du revenu, et à l'expiration de chaque année scolaire il peut être octroyé \$10,000 à chaque collège dûment reconnu. Le lieutenant-gouverneur en conseil peut mettre annuellement à la disposition du comité protestant de l'instruction publique pour distribution aux écoles protestantes une somme n'excédant pas \$40,000, à prendre sur le crédit ci-dessus. Cette subvention est applicable à l'aménagement ou à la création de cabinets et de

laboratoires de sciences, à l'achat de livres et, de façon générale, ou perfectionnement de l'enseignement secondaire. Tout collège subventionné doit, autant qu'il lui est possible, envoyer, chaque année, aux écoles normales supérieures, de Québec, de Montréal ou d'ailleurs, des élèves ou professeurs qui se destinent à l'enseignement secondaire, pour y obtenir les diplômes de compétence qui y sont décernés. Un collège classique peut appliquer une partie de la subvention qu'il reçoit au paiement de l'instruction qu'il a donnée gratuitement pendant l'année scolaire à des élèves pauvres. A l'expiration de chaque année scolaire tout collège classique subventionné doit transmettre au surintendant de l'instruction publique, un état indiquant le nom de ses professeurs diplômés d'une école normale supérieure.

Loi de l'instruction publique.—Le chapitre 46 amende la loi de l'instruction publique, statuts révisés de 1909, comme suit: les mots «école», «école publique» ou «école sous contrôle» désignent toute école sous le contrôle des commissaires ou des syndics d'écoles; les mots «école subventionnée» signifient toute école privée qui reçoit une allocation du gouvernement sur les fonds votés pour l'éducation; les mots «école primaire élémentaire» et les mots «école primaire supplémentaire» désignent toute école de l'un ou l'autre de ces degrés dont le programme d'études est déterminé par le comité catholique du conseil de l'instruction publique; les mots «école élémentaire» désignent toute école primaire élémentaire; les mots «école modèle» toute école primaire intermédiaire, et les mots «école académique» ou «académie», toute école primaire supérieure dont le programme d'études est déterminé par le conseil de l'instruction publique. Chaque comité fera des règlements (sujets à l'approbation de la province) pour déterminer ce qui constitue chacune des écoles mentionnées, et aussi ce qui constitue une *école maternelle*. Les diplômes décernés par le bureau central des examinateurs catholiques pour les écoles élémentaires et modèles confèrent le droit d'enseigner dans cette école primaire élémentaire, et les diplômes décernés pour une école académique confèrent le droit d'enseigner dans toute *école primaire complémentaire*. Tout enfant peut fréquenter l'école primaire complémentaire ou, suivant le cas, l'école modèle ou académique de sa municipalité, mais nul enfant résidant hors de l'arrondissement où est située l'école ne peut la fréquenter s'il n'a les connaissances requises pour en suivre les cours. Les écoles primaires complémentaires et les écoles modèles ou académiques, ainsi que celles établies en vertu des articles 2766 et 2767 (écoles de filles établies par les commissaires ou syndics dans leur district, à part des écoles de garçons, ou les écoles de garçons à part celles des filles, ou les écoles appartenant à une section religieuse et placées sous l'administration de commissaires ou syndics) comptent chacune pour un arrondissement scolaire. La rétribution mensuelle doit être uniforme pour toutes les écoles élémentaires ou primaires élémentaires d'une même municipalité. Pour les écoles élémentaires ou primaires élémentaires, la rétribution ne doit en aucun cas excéder cinquante cents par mois, mais elle ne doit pas être moindre de 5 cents par mois; elle peut être plus élevée pour les écoles primaires complémentaires, les écoles modèles et les écoles académiques. La rétribution mensuelle est exigible pour tout enfant de sept à quatorze ans qui assiste ou non à l'école, à moins qu'il n'en soit exempt en vertu de l'article 2743 (pour indigence, surdité, mutité, cécité, maladie, absence de la municipalité, pour suivre d'autres écoles comme pensionnaire, etc.) et pour chaque écolier de 5 à 7 ou de 14 à 16 ans et pour celui de 16 à 18 ans qui suit les cours primaires complémentaires ou les cours modèles ou académiques d'une école de sa municipalité. Mais aucun enfant de 7 à 14 ans ne peut être renvoyé de l'école pour défaut de paiement de cette contribution. S'il s'agit d'une cotisation pour l'achat ou la construction d'une école primaire complémentaire ou d'une école modèle ou académique, l'arrondissement où cette école est située est d'abord imposé pour la somme qui aurait été nécessaire pour une école élémentaire ou une école primaire élémentaire, selon le cas; le surplus nécessaire doit être imposé sur l'ensemble de la municipalité, l'arrondissement payant sa quote-part comme les autres. Deux municipalités scolaires ou plus *peuvent s'unir* pour construire ou entretenir une école, laquelle est alors sous le contrôle de la corporation scolaire de la municipalité où elle est située, mais les commissaires ou syndics d'écoles de l'autre ou des autres municipalités qui se sont unies pour contribuer à la construction ou à l'entretien de telle école, ont le droit d'être représentés par un ou plusieurs d'entre eux, aux séances de la commission scolaire de la municipalité où celle-ci est située, de prendre part à la discussion et de voter sur toutes les questions se rapportant à l'administration de cette école. Par l'article 2944 la province avait le droit d'attribuer à l'enseignement primaire 2,500,000 acres de terres domaniales, le produit de leur vente devant être employé à la création d'un capital placé à 4 pour cent par année et devant rapporter annuellement \$180,000, le capital et le revenu devant former un *fonds d'instruction publique* placé, en obligations fédérales ou provinciales ou autres valeurs de tout repos. Par la loi de 1922, le revenu du dit fonds doit être employé à développer l'instruction élémentaire dans les municipalités pauvres; à aider les écoles dont sont appelés à bénéficier les classes ouvrières dans les cités et les villes; à aider à la création, par les commissions scolaires, d'écoles primaires complémentaires ou d'académies dans les municipalités pauvres, jusqu'à concurrence de \$20,000; à améliorer la condition des instituteurs; à fournir gratuitement les livres de classe, et, généralement, à répandre d'une manière plus efficace l'instruction élémentaire dans toute la province. Les écoles normales catholiques donneront des brevets de capacité pour les écoles primaires élémentaires et les écoles primaires complémentaires, et les écoles normales protestantes, pour les écoles élémentaires, modèles, primaires intermédiaires, académiques ou primaires supérieures, et le surintendant doit délivrer un brevet de capacité à tout élève d'une école normale qui a obtenu du principal qui la dirige, un certificat constatant qu'il y a suivi avec succès un cours régulier d'études. Les commissaires ou les syndics d'écoles peuvent s'unir dans le but d'établir une ou plusieurs écoles primaires complémentaires ou académies.

Fonds des écoles élémentaires.—Le chapitre 47 amende l'article 2947 des statuts refondus de 1909 en pourvoyant à ce que l'octroi annuel aux écoles élémentaires soit de \$200,000 au lieu de \$150,000, et ce jusqu'à ce que le revenu annuel du fonds des écoles élémentaires ait atteint \$150,000.

Loi des cours professionnels.—Le chapitre 54 donne au lieutenant-gouverneur en conseil le pouvoir d'encourager, au moyen de subventions spéciales et annuelles, la création et le maintien de cours professionnels dans toute municipalité scolaire. Il ne peut être payé aucune subvention pour le maintien de cours professionnels dans une école publique à moins qu'une somme au moins égale n'ait été dépensée pour les mêmes fins dans cette école; les corporations municipales sont autorisées à adopter des règlements pourvoyant à l'octroi et au paiement des deniers que les écoles sont tenues de fournir pour avoir droit à la subvention spéciale susmentionnée. Les cours professionnels sont soumis à la surveillance et à l'inspection de tout fonctionnaire nommé à cette fin par le lieutenant-gouverneur en conseil, qui pourra aussi nommer des professeurs et directeurs aux mêmes fins. Seules les écoles publiques peuvent bénéficier de cette subvention.

Ecoles des beaux-arts de Québec et de Montréal.—Le chapitre 55 autorise le lieutenant-gouverneur en conseil à établir une école des beaux-arts dans chacune des cités de Montréal et de Québec, et pour leur bon fonctionnement à nommer un conseil supérieur de cinq membres, pour trois ans, ainsi que le personnel nécessaire.

Loi des concours littéraires et scientifiques.—Le chapitre 55 autorise l'institution de concours littéraires et scientifiques et une somme de \$5,000 par année est affectée annuellement à ces fins.

ONTARIO

Loi du ministère de l'instruction publique.—Le chapitre 985, article 2, de 1922, amende cette loi en ce qui concerne la répartition de la subvention aux écoles rurales publiques ou séparées, pourvoyant à un mode plus équitable de distribution en permettant au ministre de tenir compte des circonstances particulières à chaque école. Un autre amendement pourvoit à ce que, en opérant la classification des établissements scolaires régie par l'article 6 de cette loi, le ministre puisse, avec la sanction du gouvernement provincial, déclarer que toute école publique ou séparée d'un village, ou d'une ville dont la population ne dépasse pas 2,000 âmes, soit qualifiée école rurale soit publique soit séparée.

Loi des écoles publiques.—Telle qu'amendée en 1921, cette loi permettait à cette partie d'un district rural se trouvant contigu à une ville, par l'intermédiaire des commissaires d'écoles, de faire des arrangements avec la commission urbaine pour l'usage conjoint de certaines écoles; elle disposait aussi que tous les biens d'une commission scolaire quelconque située dans le territoire d'un district scolaire cantonal, appartiendraient de plein droit à la commission scolaire cantonale. Le chapitre 98 de 1922 rend la commission scolaire cantonale responsable de toutes les dettes et obligations de chacune des sections scolaires du canton, et les dettes de chaque commission doivent être payées au moyen d'une cotisation générale de toute la propriété imposable pour fins scolaires dans le canton. Un autre amendement de la loi permet l'union de deux ou plusieurs sections scolaires, comprenant une municipalité urbaine afin de pourvoir aux cas où une municipalité urbaine est mieux en état de faire face aux besoins du plus grand nombre. Cet arrondissement scolaire peut se composer de plusieurs parties de plusieurs cantons et d'une ville voisine ou peu éloignée, avec l'approbation des sections suburbaines, et pourvu que chaque section, consultée régulièrement ait approuvé formellement le projet d'union. Un autre amendement permet d'admettre à une école un élève qui réside en dehors de l'arrondissement si l'inspecteur certifie qu'il y a de la place pour cet élève, et si cette école lui est plus facilement accessible que celle de sa section; dans ce cas, les parents ou tuteurs seront cotisés pour fins scolaires par la municipalité où ils sont domiciliés mais la corporation scolaire devra rembourser à sa voisine toute cotisation ainsi perçue, jusqu'à concurrence de ce qui est due à celle-ci.

Loi des écoles centralisées.—Un amendement à cette loi pourvoit à ce que, dans les cas où un district d'écoles centralisées couvre une municipalité urbaine et une municipalité rurale, ou une ou plusieurs parties de l'une et de l'autre, la commission des écoles centralisées devra avant de faire une émission d'obligations obtenir le consentement du conseil de chaque municipalité urbaine et se conformer à toutes les formalités régissant l'émission de débentures par une municipalité urbaine.

Loi des hautes écoles.—Un amendement à cette loi autorise tout conseil de comté, sur requête des deux tiers des contribuables d'une municipalité ou d'une partie de municipalité, restée attachée à ce comté et contiguë à un arrondissement de haute école de ville ou de village de ce comté, d'unir la dite municipalité, ou partie de la dite municipalité, au dit arrondissement pour fins de haute école, l'union devant s'effectuer le premier jour de janvier suivant l'expiration des six mois écoulés après l'adoption du règlement. Un autre amendement à la loi des hautes écoles pourvoit à l'établissement d'un canton dans un district fédéral provisoire, comme district de haute école, la commission d'administration devant se composer de six membres nommés par le conseil du canton. Un autre amendement de la loi des hautes écoles a trait aux élèves du comté fréquentant une haute école qui n'est pas du district scolaire auquel appartient leur municipalité; quand la municipalité n'est pas comprise en entier dans le district scolaire, l'article de la loi couvrant la cotisation pour fins de haute école ne s'applique qu'à cette partie de la municipalité qui n'est pas comprise dans le district de la haute école, pourvu que la contribution ne soit pas exigible là où le conseil de comté donne un octroi au lieu de l'équivalent de la subvention votée par la législature.

Loi de l'enseignement industriel de 1920.—Les articles 17 et 20 restent en vigueur et formeront partie de la loi des écoles d'apprentissage de 1921.

Loi de la fréquentation scolaire.—Le conseil de chaque canton doit nommer un ou plusieurs officiers chargés spécialement de la fréquentation scolaire, mais sans préjudice aux pouvoirs et aux attributions du fonctionnaire provincial nommé aux mêmes fonctions; dans les territoires non organisés municipalement, le bureau des syndics de l'école publique ou séparée peut nommer un officier de fréquentation scolaire, et les syndics peuvent nommer un officier de fréquentation pour chaque école publique ou séparée employant au moins 5 instituteurs.

Loi de retraite des instituteurs et des inspecteurs.—Deux des dispositions de cette loi ont été modifiées. D'une part, les années de service antérieures au premier avril 1917, comporteront, au regard de la retraite, pour six mois de service chacune. D'autre part, les héritiers d'un instituteur ou d'un inspecteur décédé avant d'avoir obtenu sa retraite, recevront le remboursement intégral des sommes versées par lui au fonds de retraite, auxquelles s'ajoutera l'intérêt à 5 p.c.

Loi des écoles pour les sourds et pour les aveugles.—Une modification de cette loi permet l'adoption de règlements autorisant le paiement des frais de voyage, de vêtement et de séjour des écoliers indigents pendant les vacances, aux frais de la municipalité, qui a le pouvoir de les récupérer.

Loi des écoles séparées.—Un amendement permet à la commission de limiter le nombre des syndics à six dans les villes divisées en quartiers; là où une résolution en ce sens est adoptée, l'élection des syndics se fait par tous les contribuables de la municipalité supportant les écoles séparées; on peut déterminer par tirage au sort ceux des syndics qui devront se retirer afin de permettre une élection; à l'avenir, trois nouveaux syndics seront élus chaque année.

Loi des sites scolaires.—Cette loi a été modifiée de manière à donner aux syndics des écoles séparées des pouvoirs égaux à ceux des écoles publiques, en matière d'expropriation.

MANITOBA

Bien-être de l'enfance.—Le chapitre 2 est la refonte des lois protectrices de l'enfance. Il crée un service de bien-être public et un directeur du bien-être de l'enfance, ayant mission de surveiller l'application de la loi. Il peut établir des refuges ou foyers pour les enfants négligés, faibles d'esprit et tous enfants qui sont à la charge de la province; le personnel de ce service doit comprendre un médecin d'expérience dans les maladies mentales; un bureau de surveillance, composé de 5 ou 7 membres (dont un catholique romain) dont les fonctions sont honorifiques et dont le directeur et le médecin sont membres, chargé d'étudier les conditions physiques, mentales et morales des enfants à la charge de la province. Il pourvoit à la création de tribunaux pour les jeunes délinquants et à la nomination des juges qui doivent les présider; il autorise aussi l'établissement d'une maison de détention pour les prévenus en attendant leur comparution devant le tribunal. Un enfant peut être arrêté sans mandat et gardé à la maison de détention en attendant sa comparution, s'il a déserté, s'il est en mauvaise compagnie, s'il est sans gîte, s'il ne reçoit pas les soins médicaux dont il a besoin, s'il mendie, s'il est employé contrairement à la loi, s'il fréquente certains lieux malfamés, s'il ne fréquente pas régulièrement l'école ou si de toute manière sa conduite est vraiment répréhensible. C'est la municipalité qui paie les frais de la détention temporaire. Le public n'est pas admis au procès de ces enfants. Les enfants de mentalité défectueuse sont classés en trois catégories: les idiots, les imbeciles et les faibles d'esprit. Le directeur doit s'efforcer de remonter aux sources de chaque cas d'infirmité physique chez les enfants et le ministre doit prendre les moyens de faire étudier ces cas afin de donner aux infirmes une éducation spéciale. Toute organisation ou tout agent qui désire placer de jeunes immigrés doit d'abord en obtenir l'autorisation et déposer un cautionnement de \$500 au trésor du ministère. L'enfant placé est enregistré comme à la charge de la province et l'organisation est responsable de son entretien. Il y a une amende contre l'importation d'enfants, infirmes ou criminels. Une amende de \$500 est imposable à quiconque, maltraite un enfant placé. Le chapitre donne aussi les conditions auxquelles peuvent être incorporées les organisations du bien-être de l'enfance. Une pénalité est décrétée contre ceux qui maltraitent ou négligent les enfants ou qui cherchent à les détourner de leurs devoirs.

Loi des écoles publiques.—Le chapitre 15 modifie la loi des écoles publiques en ce qui concerne le renvoi des écoliers réfractaires; pour ce qui est de la nomination de cotiseurs par la commission des taxes du Manitoba, dans les territoires non organisés, les syndics de chaque district scolaire doivent chaque année obtenir de la commission l'autorisation de prélever par cotisation toutes les sommes nécessaires au maintien des écoles, et la commission décrètera le taux de cotisation qu'elle jugera raisonnable; si les syndics négligent ce devoir, la Commission pourra agir *proprio motu*. Lors de l'érection d'une nouvelle municipalité, tout district scolaire qui, par suite de cette érection, tombe sous les règlements de deux municipalités, ou qui est en partie dans une municipalité organisée et partie dans un territoire non organisé, devient par le fait même un district d'union scolaire. L'association des syndics d'écoles du Manitoba reçoit un octroi de \$4,000 par année. Le district scolaire n° 1 de Winnipeg est autorisé à créer un fonds de pension pour ses fonctionnaires et employés autres que les instituteurs, comprenant les directeurs et les sous-directeurs du district, et dans son budget annuel le district peut porter les sommes nécessaires au maintien de ce fonds de pension. Le district est autorisé à garantir le paiement de cette pension et à recevoir des dons et legs au bénéfice du dit fonds.

SASKATCHEWAN

Bureau de protection de l'enfance.—Le chapitre 5 pourvoit à la création d'un bureau de protection de l'enfance, dirigé par un commissaire et son personnel, sous le contrôle d'un ministre, lequel sera chargé (a) de l'application de la loi de protection de l'enfance; (b) de la loi des tribunaux pour enfants et (c) de la loi de l'allocation aux mères.

Loi de l'enseignement secondaire.—Par le chapitre 46, cette loi est modifiée de manière à porter de \$1.50 à \$4 par jour et par professeur l'octroi à tout district possédant une haute école ou un institut collégial, pourvu que, dans les cas où l'école enseigne les matières du degré VIII, ce qui nécessite un nombre additionnel d'instituteurs, l'octroi spécifié ci-dessus ne sera payé que pour un des instituteurs additionnels: quant aux autres instituteurs, ils auront droit à l'octroi ordinaire selon la loi des subventions scolaires, une moyenne de 35 élèves dans le degré VIII étant considérée suffisante pour constituer une école.

Loi des écoles.—Le chapitre 47 abroge les articles 184, 185 et 186 de la loi des écoles, concernant l'enseignement manuel, industriel et callisthénique. L'article 203 donnant aux syndics qui maintiennent une classe exclusivement pour les élèves passés le degré VII, le droit de percevoir une rétribution mensuelle, est modifié de manière à exempter de la rétribution les élèves du degré VIII. L'article 204 concernant l'admission dans une école d'un enfant venant d'un district où il n'y a pas d'organisation scolaire et permettant d'exiger de lui une contribution de 15 cents par jour au lieu de 10, et les articles 211 et 212, concernant les maladies contagieuses, sont abrogés.

Loi de fréquentation scolaire.—Le chapitre 48 modifie les articles 3, 6, 16, 18, 19, 21, 22 et 25, rendant la fréquentation obligatoire, et portant de 14 à 15 ans la limite de cette obligation; un registre doit être tenu contenant toutes les informations utiles concernant les enfants n'ayant pas atteint cet âge.

Loi de la cotisation scolaire.—Le chapitre 49 modifie la loi en ce qui concerne la commission des cotiseurs, la preuve, les pénalités et la rémunération des cotiseurs.

Loi des subventions scolaires.—Le chapitre 50 modifie la loi des subventions scolaires en autorisant un octroi de \$200 à tout district, en dehors d'une municipalité de cité, ville ou village, qui construit une maison pour la résidence de l'instituteur; article un en vertu duquel la province contribuait un tiers de la construction du logement de l'instituteur dans les districts pauvres, est abrogé; à l'article exigeant une fréquentation moyenne de 20 élèves par instituteur dans toute école de deux classes ou plus, il est ajouté un paragraphe, stipulant que dans les classes à l'usage exclusif des élèves ayant dépassé le degré VII, la fréquentation moyenne doit être d'au moins 15 élèves.

Loi de l'enseignement vocationnel.—Le chapitre 51 modifie la loi de l'enseignement vocationnel; certaines défenses sont faites aux membres du comité de l'enseignement vocationnel et certaines pénalités sont infligées.

ALBERTA

Ordonnances scolaires.—Le chapitre 62 modifie la loi des ordonnances en ajoutant les écoles techniques, les écoles de commerce et les expositions scolaires à la liste des institutions placées sous l'autorité du département de l'instruction publique; en permettant aux syndics de faire payer une contribution mensuelle de \$3 par mois aux élèves fréquentant les classes au-dessus du degré VII, s'ils ne sont pas du district et si leurs parents ou tuteurs n'habitent pas dans un district dépourvu d'organisation scolaire; et en substituant au nom «école secondaire centralisée», celui de «haute école rurale».

Loi des subventions scolaires.—Cette loi est modifiée par le chapitre 63; tout district possédant des classes exclusivement pour travaux de haute école et dont le nombre d'instituteurs ne dépassait pas 12, recevait autrefois une allocation de \$2 par jour et par instituteur; et de \$1.50 par jour et par instituteur quand ce nombre dépassait 12. Par la modification de 1922, le nombre des instituteurs est élevé à 30. Dans l'ancienne loi, l'octroi aux écoles techniques et écoles du soir employant moins de 30 instituteurs était de 50 p.c. du traitement payé à cet instituteur, mais seulement jusqu'à concurrence de \$200. Pour l'enseignement des sujets techniques et vocationnels approuvés, en dehors des matières scolaires ordinaires, cet octroi pouvait atteindre 60 p.c., mais était limité à \$250. La modification de 1922 fait disparaître ces limites.

COLOMBIE BRITANNIQUE

Loi des écoles publiques.—Le chapitre 64 des statuts de 1922 est une refonte complète de la loi des écoles publiques. Il définit comme district municipal toute corporation municipale autre qu'une municipalité de ville ou de village. L'arrondissement de haute école est constitué par la fusion de deux ou plusieurs districts scolaires pour fins de haute école. École publique est le terme qui s'applique à toute école ou collège, autre qu'une école normale, établie et maintenue conformément aux dispositions de la loi des écoles publiques. Le ministère de l'instruction publique est une section de l'administration présidée par un ministre. Le personnel de cette section se compose d'un sous-ministre, d'un surintendant, d'inspecteurs, etc. Le ministère applique la loi, dirige les écoles normales, décerne les brevets d'instituteurs et dirige les travaux du Conseil de l'instruction publique. Le surintendant a la surveillance et la direction des inspecteurs et de toutes les écoles publiques et normales, etc. Un conseil de l'instruction publique, composé du ministre et des autres membres de l'exécutif, et du surintendant comme secrétaire, fait les règlements, les programmes d'étude, crée les districts scolaires, etc. Entr'autres attributions, le conseil peut fusionner deux ou plusieurs districts voisins (à la demande des syndics) dans le but de créer un arrondissement de haute école; établir des hautes écoles dans tout district scolaire ou arrondissement de haute école, pourvu qu'il s'y trouve 15 élèves aptes à les fréquenter; d'établir des écoles supérieures ayant une classe pour l'enseignement des matières du dernier cours des écoles publiques et des matières des deux premières années de haute école, pourvu qu'il y ait au moins 8 élèves qualifiés pour la haute école; nommer des syndics officiels.

Les districts scolaires sont généralement classifiés en: (1) districts scolaires municipaux; (2) districts scolaires fusionnés et (3) districts scolaires ruraux. Les districts scolaires municipaux sont subdivisés en (a) districts urbains de première classe, comprenant les municipalités urbaines où la fréquentation moyenne n'est pas inférieure à 1,000; (b) les districts urbains de deuxième classe, où la fréquentation moyenne n'est pas inférieure à 250; (c) ceux de troisième classe, où la fréquentation moyenne n'atteint pas 250 élèves; (d) les districts scolaires municipaux, comprenant toutes les municipalités de district, excepté celles des districts urbains. Les districts scolaires ruraux sont subdivisés en: (a) districts scolaires ruraux régulièrement organisés; (b) districts soutenus partie par l'aide provinciale et partie par cotisation locale; (c) districts maintenus sans cotisation locale. Un district scolaire collectif est celui qui est formé en tout ou en partie par des terres possédées et exploitées en commun, sous le système de la collectivité ou de la tribu. Ces districts sont administrés par un syndic officiel. La contribution provinciale est de \$460 pour les districts de première classe; \$520 pour ceux de deuxième classe; \$565 pour ceux de troisième classe, le tout basé sur le nombre d'instituteurs, de dentistes et d'infirmières employés chaque jour aux écoles autres que celles du soir; les districts scolaires municipaux reçoivent \$580 sur une base semblable; les districts ruraux régulièrement organisés reçoivent aussi \$580; l'allocation est susceptible d'être réduite si le pourcentage de la fréquentation n'atteint pas 40 et si l'instituteur n'a pas enseigné tout le temps. Dans le cas des écoles secourues, ou des écoles collectives, le traitement de chaque instituteur doit être voté par la législature, de même que le coût des appareils nécessaires pour l'enseignement de sujets spéciaux. Il en est ainsi des secours aux bibliothèques scolaires, de l'établissement d'écoles techniques ou de hautes écoles, du transport des enfants, de la construction d'écoles, et de toutes les dépenses des écoles normales.

Le bureau des syndics doit se composer de 7 membres dans les districts de première classe; de 5 membres dans ceux de deuxième classe; de 3 membres dans ceux de troisième classe; de 5 membres dans les districts municipaux, et de 6 membres dans les districts formés de la fusion de deux districts, trois élus étant par chaque municipalité; si la fusion comprend un district rural et un district municipal, il y aura 5 syndics élus par tous les contribuables. Un arrondissement de haute école a un bureau composé de deux représentants de chacun des districts qui le composent.

Un bureau de syndics a les pouvoirs et attributions de: payer pour le soin des dents; payer une pension aux instituteurs; établir et administrer un collège affilié (approuvé) dans un district scolaire municipal; nommer un inspecteur municipal; pourvoir au transport des élèves; établir un cours avancé de culture physique; établir des écoles techniques et des cours d'instruction spéciale et de nommer un comité consultatif; établir des écoles du soir pour personnes de 15 ans ou plus. Chaque école doit avoir au moins un instituteur pour 40 élèves. L'école doit être gratuite et neutre, aucune croyance ou aucun dogme religieux n'y étant enseignés. Aucun membre du clergé de n'importe quelle secte n'est éligible aux fonctions de surintendant de l'instruction publique, d'inspecteur, d'instituteur ou de syndic. La fréquentation de l'école est obligatoire pour les enfants (sauf quelques exceptions) au-dessus de sept ans et au-dessous de quinze ans, chaque jour, pendant les heures régulières de classe. Toute contravention à cette obligation est punissable d'une amende de \$10, chaque journée d'absence constituant une offense distincte et séparée.

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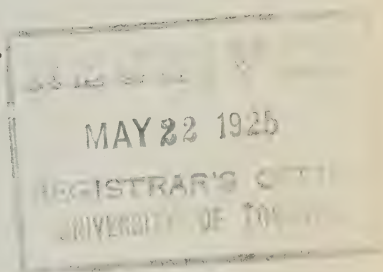
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DOMINION OF CANADA

DOMINION BUREAU OF STATISTICS

ANNUAL SURVEY *of* EDUCATION
in CANADA
1923



Published by authority of the Hon. Thos. A. Low, M.P.,
Minister of Trade and Commerce



OTTAWA
F. A. ACLAND
PRINTER TO THE KING'S MOST EXCELLENT MAJESTY
1923

Price, 50 cents.

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PREFACE

Two special features distinguish this fourth annual report of the Education Statistics Branch of the Dominion Bureau of Statistics from previous reports. First, the 1921 census returns of school attendance and illiteracy are now available for use as a means of checking and also interpreting the figures collected, under varying nomenclature, and often for specific rather than general purposes, by the different departments of education. What has seemed to be the most relevant of the census statistics have been reproduced in Tables 4 to 7, 12, 13, 24 and 25 and illustrated in the chart on page 17 of the report. A study of them will reveal a satisfactory correspondence with departmental figures. This correspondence is shown not so much in the absolute data, (which are for a different period from that of the school year of the different provinces) as in their relative significance. The second feature is the fact that for the first time all the provinces now supply data on ages and grades under a common nomenclature or in terms easily equated; while eight provinces supply minute data on age, grade and sex, which, with the data on attendance, now capable of interpretation in the light of the census figures and the census data on illiteracy, make possible a truly scientific study of general education in Canada. A summary of the age-grade distribution of nearly a million and a quarter Canadian school children is given in Table 15, while rural and urban age-grade distributions are compared in Tables 26, and 27, and the age-grade distributions of the two sexes are compared in Tables 46 and 47. In juxtaposition to these tables are placed related census tables on illiteracy and school attendance, the former of which may be said to consist of information about the persons not at school, and the latter to show the chief of the many causes determining the nature of the distribution.

It has been found possible to make the section on Secondary Education more complete than in previous reports. Historical material is given in Tables 65, 67 and 68 to illustrate the trend of secondary subjects of study. Some important facts are brought out in these tables, notably an apparent gain of literary over scientific studies during the last few years.

The section on Higher Education has also been enlarged so as to include a historical table of Staff and Students of Universities (Table 119) and degrees conferred in the different faculties of individual universities (Table 121).

The report is in two parts, with introductory notes by way of a glossary of terms and a summary of certain regulations in different provinces. Part I consists of a review of educational activities during the year in each province; a summary of activities for the whole Dominion and of higher institutions, private schools and national movements. To this is appended a summary of educational legislation during the year. Part II consists of statistical tables in fourteen sections. The first four sections show the activities in regular publicly controlled schools; the fifth deals with secondary education; sections Six to Eight deal with special educational organizations including consolidation, special classes and institutions, school hygiene and technical education; sections Nine and Ten with teachers; section Eleven with the cost of school support; section Twelve with higher education; section Thirteen with private schools; and section Fourteen with Indian schools.

R. H. COATS,

Dominion Statistician.

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INTRODUCTORY NOTES—DEFINITION OF TERMS AND SUMMARY OF EDUCATIONAL REGULATIONS

Definition of Terms

- Academy.**—In Nova Scotia, a pure high school free to all qualified pupils in the county where situated; in Quebec, a school equipped to teach the work of every grade in the primary schools: that is, to the end of year 8 in Roman Catholic Schools and year 11 in the Protestant schools. In other provinces, academy generally means a private institution such as a boys' or girls' college, etc.
- Affiliated College.**—An institution doing work of university grade, and in the case of the professional colleges, work leading to a professional degree; the degrees of an affiliated college are conferred by the university to which it is affiliated. In most Canadian affiliated colleges (not professional colleges), work below university grade is also done; that is, the college often carries on the preparation of pupils from the high school entrance year through the high school grades and matriculation work up to the completion of undergraduate work and a degree in Arts or in some other faculty. Commercial work also is sometimes done in these colleges.
- Annexed College.**—In Quebec, a college is said to be annexed when the university merely approves the curriculum and by-laws, is represented at the examinations, and sanctions the diplomas awarded by these colleges.
- Associated College.**—In Quebec, an associated college is an affiliated college situated outside the province.
- Assisted School.**—In British Columbia, a school of which the teacher's salary is paid entirely by the Government.
- Business College.**—In Canada the term is generally applied to a private institution teaching any or all forms of commercial work with the literary preparation for that work. These institutions generally confer their own diplomas, while also preparing students for public examinations such as those for the Civil Service, and chartered accountants.
- City School Superintendent.**—An experienced teacher appointed by the school board of a city to take charge of all schools under that board and to act as an expert advisor to the board; he bears the same relation to all the schools that the principal bears to one school.
- Classroom.**—In New Brunswick, a small room attached to the school room to which pupils are withdrawn from time to time to be drilled by the class room assistant; in other provinces, a school room in which the classes are taught.
- Classical College.**—In Quebec this is classed as a secondary institution, but corresponds fairly closely to the affiliated colleges already described. It is not under the control of the Department of Public Instruction.
- Collegiate Department.**—In Manitoba, a school in a town which has three teachers teaching high school work only, in contradistinction to "high school", which has only two such teachers. This "Department" is housed in the same building and under the same principal as the elementary classes. The latter fact distinguishes it from Collegiate Institutes, where only high school and technical classes are housed.
- Collegiate Institute.**—In Ontario, Manitoba and Saskatchewan, a pure high school (sometimes technical school) which has attained to a certain standard in equipment and staff; in other provinces, a "college."
- Commissioners, Board of.**—In Quebec, where the school legislative unit is the municipality instead of the district or section, the regular school board is called the Board of Commissioners, while the dissentient board (in other provinces called the "Separate School Board") whether Roman Catholic or Protestant, is called the board of trustees.
- Commissioners, District.**—The educational unit which is called "school district" in all other provinces except Quebec and Ontario is in Nova Scotia called a school section. All these sections are included in 33 "districts" under district commissioners, with powers now mainly confined to altering the boundaries of school sections. The inspector is *ex officio* the secretary of the district commissioners.
- Commissioners, School.**—In Nova Scotia, the name given to school boards in incorporated towns.
- Consolidation.**—An amalgamation of two or more rural schools, or of rural schools with village or town schools, either for the purpose of uniting to strengthen the means of school support, where the original schools were small or poor, or for the purpose of providing a graded school and other advantages such as conveyance, instead of the original one-room school. In some cases (as in Saskatchewan) it need not be an amalgamation. The original district may be a "large district" with a graded school and provisions for conveyance, etc.
- Day Schools, Public Controlled, Ordinary or General.**—A term used in this report (the word "general" school is used in Nova Scotia reports) to define all day schools doing the work of the ordinary school grades (kindergarten and grades I to XII) and under the control of the Department of Education, in contradistinction to publicly controlled technical, special and night schools, on the one hand, and private schools on the other; it includes all the publicly controlled primary schools in Quebec and "public", "separate" and "secondary" schools in Ontario, Saskatchewan and other provinces where the terms are used.
- Department of Education.**—*Department of Public Instruction.*—The latter term is used in Quebec, the former term in all other provinces—to define the chief permanent central body in charge of public education; in Quebec the department is not under the direction of the Provincial Government, but linked with it through the Provincial Secretary; in the other provinces it is directly under the provincial government.
- District School.**—In all provinces except Nova Scotia, Quebec and Ontario, the smallest legislative school unit locally governed by a board of school trustees (called "section" in Nova Scotia and Ontario); in Nova Scotia, see District Commissioners above; in Ontario it refers to a high school district; in Quebec it is a subdivision of the school municipality.
- District, municipal.**—See Commissioners, district.
- District, minor.**—Formerly used in Prince Edward Island to define a school district of which the school enrolment and average attendance fell short of the minimum requirements.
- District poor.**—In New Brunswick, a school district needing a special government grant for its support.
- Division, Inspectorial.**—In Nova Scotia, used for "inspectorate."
- Division, School.**—In British Columbia, a department or classroom in a school.
- Elementary grades.**—In Quebec, the first four "years" in the case of Roman Catholic, and seven "years" in the case of Protestant, primary schools; in all other provinces, the grades up to and including Grade VIII, except in the case of Junior High Schools, where Grades VII and VIII are considered Junior High School grades.
- Elementary School.**—A school equipped and staffed to teach the work of elementary grades.

Definition of Terms—Concluded

- First Class School.**—Formerly in Prince Edward Island, a graded school equipped and staffed to teach high school as well as elementary school grades, and maintaining a certain standard of efficiency.
- General School.**—See Day Schools, etc.
- Grade, School.**—The subdivisions of the work of ordinary day schools. The elementary "grades" being in most provinces Grades I to VIII and the secondary, Grades, IX to XII.
- Graded School.**—A school with more than one class room or teacher.
- High School.**—Generally a school with at least one teacher devoting most of his or her time to work above Grade VIII; a "pure" high school is an institution where no other work is done below Grade IX (or Grade VIII with high school subjects such as Algebra and Latin). From the point of view of organization and administration, not of function, "high school" has not the same significance in every province. See under "secondary education" in the reviews of each province. In Saskatchewan, a school organized for Secondary Education only, by a district coinciding with the municipal limits of a town or city.
- Independent School.**—In Quebec, a school not directly under the control of the Department of Public Instruction. The primary Independent Schools like the publicly controlled schools are classified as elementary, model and academies.
- Inspector.**—In all provinces except Quebec and Ontario, an officer appointed by the Provincial Government to inspect schools in a defined area; in Ontario the county or city inspectors are appointed from among persons holding inspectors' certificates and paid half their salary by the councils, the other half by the Government. The inspectors in unorganized areas, also secondary school and chief inspectors, are appointed and paid by the province; in Quebec, inspectors are appointed and paid by the Department of Public Instruction.
- Intermediate Grade.**—In British Columbia, formerly the Third Reader (or Grades V and VI) of the elementary grades; also the third year of the high school grades.
- Intermediate School.**—In Manitoba, a graded school with one teacher employed for high school work.
- Kindergarten Primary.**—In Ontario, a school or room combining the work of the kindergarten and of Grade I.
- Model School.**—In Quebec, formerly a school equipped and staffed to teach work up to the end of the 6th year in Roman Catholic schools, and the 9th year in Protestant schools; in Ontario, it is used in two different senses: (1) a training school for 3rd class teachers; (2) a school in connection with a normal school for practice teaching; in all other provinces, it has the last mentioned significance.
- Official Trustee.**—A trustee specially appointed to deal with unusual problems in a school district or section, or to take the place of the regular board where the latter refuses or fails to carry out the provisions of the Education Act.
- Primary School.**—In Quebec, the name given to the ordinary day schools under the Department of Public Instruction (also to certain independent schools); it is used in contradistinction to secondary schools, special schools and superior schools (schools of university grade), but secondary schools have not the same significance here as in other provinces, and the primary schools correspond to the general schools of other provinces.
- Public Schools.**—In Ontario, elementary publicly controlled schools, as distinguished from elementary denominational or coloured separate schools, which are also publicly controlled.
- Rural Municipal Schools.**—In British Columbia, each municipality (rural and urban) is a school district and the schools in every municipality are under the control of one Board of Trustees.
- Secondary Grades.**—School grades in advance of grade VIII, usually grades IX to XII.
- Secondary Schools.**—In most provinces, schools organized to teach work of secondary grades; in Quebec Roman Catholic education, the term is confined to such institutions as the Classical colleges.
- Section School.**—A term used in Nova Scotia and Ontario to indicate the unit Corporation for school self government.
- Section, Poor.**—A term used in Nova Scotia to indicate that the "School Section" requires some extra aid from Government or Municipality in order to support school.
- Separate Schools.**—Used in Ontario, Saskatchewan and Alberta to describe denominational (sometimes coloured) dissentient schools under public control; in Quebec, they are called trustee schools as distinguished from Commissioner or majority schools, the latter being either Roman Catholic or Protestant according as either forms the majority in the community.
- School.**—In Nova Scotia, New Brunswick and Saskatchewan, a school room in charge of a teacher; in other provinces the whole school institution (house and grounds).
- Special Schools.**—Schools under university grade other than the general schools, such as night schools, technical schools, schools for the blind, etc.
- Superior School.**—In Quebec, a school of university grade; in New Brunswick, a school equipped and staffed to teach high school work and free to all children in grade VII and upwards in the parish or parishes in which the school is located; in British Columbia, a school equipped and staffed to teach the upper elementary and two high school grades. The High School which is free to all qualified pupils in the county is in New Brunswick called a Grammar School.
- Technical School.**—A school equipped and staffed to teach vocational work, or prevocational work such as manual training.

Ages of Free Admission into Schools

- (1) *Prince Edward Island.*—Resident children from the 6th to the 16th year of their age; older children if there is accommodation.
- (2) *Nova Scotia.*—Trustees must provide accommodation for all residents over 5 years of age who wish to attend.
- (3) *New Brunswick.*—Trustees must provide accommodation for residents between 6 and 20; others may attend if there is accommodation.
- (4) *Quebec.*—Usually 7 to 16 in elementary schools, but there is nearly always a fee charged and children 7 to 14 have to pay this fee whether they attend school or not.
- (5) *Ontario.*—The public schools are free to all residents (except separate school supporters) between the ages of 5 and 21; the separate schools are free to separate school supporters.
- (6) *Manitoba.*—Accommodation must be provided for all residents between the ages of 5 and 21 in rural communities, and 6 and 21 in urban.
- (7) *Saskatchewan.*—In rural and village districts, between 5 and 21; in towns and cities, between 6 and 21. In order to equalize educational costs in Saskatchewan boards of trustees are allowed to charge certain fees when the residents are not tax payers of the district, and in certain other cases where it is considered that the revenue derived does not provide for the service rendered.
- (8) *Alberta.*—Children are admitted to Alberta schools as soon as they have attained the age of six.
- (9) *British Columbia.*—Accommodation must be provided between the ages of 6 and 16 years.

Ages of Compulsory Attendance

(1) *Prince Edward Island*.—Ages 7 to 13, inclusive; monthly attendance must be sixty per cent of the days schools are in operation.

(2) *Nova Scotia*.—Children of ages from 7 to 14 in rural schools; and 6 to 16 in towns and cities. Within the age limits, children in town and country schools must attend regularly; must be reported for discipline when 5 days absent; and parents and guardians in addition to fines may have 2 cents a day added to their taxes for each absence to compensate the section for the loss of the "attendance" portion of the Municipal school fund.

(3) *New Brunswick*.—In districts other than cities and towns under section 105 of the Schools Act, (on resolution of trustees, but the question must be brought up at every annual meeting until adopted).—ages 7 to 12 for a period of 80 days; in cities and incorporated towns under same section, in which the compulsory act has been adopted by city or town council, ages 6 to 16 or grade VII standing if over 12 years old, period 120 days; in St. John, Fredericton, Chatham and Newcastle, 6 to 14. Employment of children under 16 may be forbidden by board.

(4) *Quebec*.—No compulsory regulations.

(5) *Ontario*.—

(a) Children 8 to 14 must attend full time; children from 5 to 8, if enrolled must attend full time to the end of the school term for which they are enrolled.

(b) Adolescents 14 to 16 who have not attained a university matriculation standing must attend full time; those exempted on the pleas of circumstances compelling them to go to work must attend part time for 400 hours a year in municipalities where part-time courses are provided. This provision came into force in September, 1921. In September, 1922, urban municipalities with a population of 5,000 and over were to be required to provide part-time courses.

(c) Adolescents 16 to 18 who did not attend full time to sixteen and have not attained a university matriculation standing must attend 320 hours a year. This provision was to come into effect in September, 1923, but the date has been postponed to September, 1925.

Manitoba.—Children of ages 7 to 14 must attend full time. Any pupil over 14 if enrolled must attend regularly. A child over 12 may be exempted for employment, but only six weeks in the term. Employment under 14 (except as mentioned) is forbidden. Children of ages 14 to 16 must attend school regularly if not engaged in some regular occupation.

Saskatchewan.—All children 7 to 15 who have not passed grade VIII standing subject to certain conditions as to distance from school etc, must attend full time. Employment of unexempted children under 15 forbidden. Deaf mutes between the ages of 8 and 15 must attend an institution seven months in each year.

Alberta.—All children 7 to 15 must attend full time.

British Columbia.—Children of ages from 7 to 15 must attend full time during the school year.

School Year and Vacations

Prince Edward Island.—July 1 to June 30; for financial purposes in Charlottetown and Summerside, calendar year. In Charlottetown and Summerside (and in other incorporated towns if desired) there are vacations of eight weeks in summer and one week in December; elsewhere there is a summer vacation of six weeks beginning July 1, a fall vacation of two weeks in October, and a winter vacation of one week in December; or, at the option of the District, there may be three weeks in May, three weeks in October and one week in either July or December.

Nova Scotia.—August 1 to July 31. There is a summer vacation of about eight weeks in July and August (but, with the consent of the inspector, trustees may fix these for January and February) and two weeks beginning Saturday before Christmas.

New Brunswick.—July 1 to June 30 with a summer vacation of 8 weeks commencing July 1, and a winter vacation of two weeks commencing on the Saturday before Christmas.

Quebec.—July 1 to June 30. The Roman Catholic Committee regulations require schools closed each year, from the 1st of July to the first Monday in September; the Protestant Committee regulations, from the 1st of July to the 15th of August, but in practice schools may open in September.

Ontario.—In public and separate schools the school year consists of two terms: September 1 to December 22 and January 3 to June 29; in secondary schools the school year is the same except that schools open on the first Tuesday in September. In addition to the interval between these terms there is a vacation of one week following Easter. Statistics of the public and separate schools which are shown in this report, however, are for the two terms which make up the calendar year; while those for secondary schools, normal schools, technical schools, etc., are given for the year beginning in September.

Manitoba.—July 1 to June 30 with the following vacations:—

(a) Easter—the full week beginning with Easter Sunday.

(b) Midsummer—from the first day of July to the third Monday in August, both days inclusive, or by a special resolution of the board, to the first day of September.

(c) Christmas, from the twenty-fourth day of December to the second day of January, both days inclusive.

Saskatchewan.—For finances, calendar year; for statistics, July 1 to June 30. (Up to 1920, however, statistics have been given for the calendar year).

The vacations are as follows:—

In rural and village districts at least seven weeks in the year, of which one to six weeks must be in summer. The summer vacation comes between July 1 and October 1, and the winter between December 23 and February 15. In towns and cities at least seven weeks, six weeks commencing July 2, and nine days commencing December 23. In schools open throughout the year, the week beginning with Easter Day is a vacation, in city, town or village districts an additional holiday of two weeks may be granted.

Alberta.—(1) For finances, calendar year. (2) For statistics, academic year, that is, from July 1 to June 30. (Up to the year 1920, however, statistics have been given for the calendar year).

The vacations are: in rural districts, seven to ten weeks; summer between June 15 and September 1; December 24 to January 2. In towns and cities, eight to twelve weeks.

British Columbia.—July 1 to June 30. The vacations are: summer, last Friday in June up to the Tuesday immediately following Labour Day; winter, two weeks preceding first Monday in January. Easter: four days following Easter Monday.

PART I.—REVIEW OF EDUCATIONAL ACTIVITIES IN CANADA DURING THE YEAR 1923.

CHAPTER I.—SUMMARY FOR DOMINION

(1) SCHOOL ACCOMMODATION AND PERSONNEL

Canada has nearly 2,200,000 persons at school. Of these about 100,000 children are in private schools, of whom 54,000 are in schools subsidized but not controlled by the state; over 60,000 are registered at colleges and universities; 14,000 attend Indian schools; which are supported partly by religious denominations and partly by the Dominion Government; 9,600 attend institutions for teacher-training; 1,600 attend schools for the blind and deaf; 81,000 attend schools or classes of a vocational nature under state control; while 1,928,000 attend ordinary day schools under state control.

Of the 1,928,000 attending state controlled day schools, and 54,000 attending partly subsidized private schools, about 593,000 are in the largest 62 cities and towns; about 623,000 are in other graded schools, of whom about 120,000 are attending rural graded or consolidated schools; while approximately 766,000, or about 39 per cent of the whole, are attending ungraded one room schools, nearly all of which are rural.

These 1,982,000 in publicly controlled and subsidized independent schools are accommodated in approximately 53,000 class-rooms staffed at one time or other throughout the year by 61,000 teachers of whom the males and the females are in the proportion of one to five. As (with the exception of a few teachers not in charge of class-rooms) the 53,000 classrooms represent the number of teachers teaching at one time, there must have been about 8,000 changes in staffs during the year. It should also be mentioned that the number of pupils is somewhat over-represented, owing to the fact that some children changed their place of residence and were enrolled in more than one school during the year. The error from this source is, no doubt, greatest in the newer and more rapidly growing provinces, and, is probably very small in provinces with a more stationary population.

On an average, the 1,982,000 are accommodated 37 in a classroom; but, in view of the existence of a large number of small one-room schools in depopulated or new rural communities with from 3 to 15 in a classroom, it is quite safe to say that the median number of children per classroom is over 40, and that, within certain limits, there is a tendency for this median number to increase with urban population, so that the median for graded classrooms is about 45; also that classes accommodating the earlier elementary grades and young children are larger than those accommodating the later grades and older children.

The 1,982,000 children attend school on an average (median) between 140 and 150 days in the school year of about 200 days. The census of 1921 clearly shows that this average is unduly weighted by duplications in enrolment and by children of six years and under who attend school for only a few months during the year. The attendance of children at the normal ages, especially the compulsory school ages, is very much better as will be seen presently.

(2) PROGRESS DURING THE YEAR

The enrolment in state controlled schools in 1922-23 generally showed a normal increase over that of 1921-22. The number of persons in Canada between the ages of 5 and 19 years of age increased between 1911 and 1921 at the rate of 2.5 p.c. yearly, so that between 2 and 3 p.c. might be considered as a normal increase in the school enrolment for Canada as a whole, varying, of course, in different provinces. Some provinces, however, barely showed a normal increase. There is evidence that in some cases this increase was kept up to normal, not by pupils coming to school for the first time, but by the fact that more pupils than formerly remained throughout the compulsory attendance age period and after. The increase in average attendance generally kept pace with that of enrolment, but in the case of one or two provinces it was not maintained. The expenditure on buildings showed symptoms of decrease and it would appear that the increase in schools or classrooms showed a tendency to lag behind the increase in the number of pupils. Teachers' salaries showed decreases in a number of provinces. The apparent results are interesting both from the point of view of their nature and of the immediateness of their action. For example, in one or two cases the salaries of the higher classes of certificates declined. There seemed to be a corresponding decline in the number of these higher class teachers and an increase in the number of third class teachers.

There is, however, one feature which showed a decided increase and that in every province, namely, secondary education as indicated by the number of pupils in secondary grades. Closely connected with this feature is the larger enrolment of pupils over fourteen years of age. There is not sufficient evidence that this is due to any great extent to conditions which caused a depression in other activities, especially since there is a much more logical explanation of the matter. It would seem rather that there is a greater proportion of pupils attending high schools now than formerly because at the same age there is a greater proportion of them ready for high school than

formerly. When the grades at school in 1923 are compared with those since 1911 it is noticeable that the secondary grades have been increasing at a steady pace and much more rapidly than the total enrolment, but they have not been increasing much more than the upper elementary grades. The tendency has clearly been a levelling up from the lower grades and this should mean that there has been less retardation and marking time as a result of poor attendance and other causes. In 1923 the increase in proportion in secondary grades over 1922 is not more noticeable than the decrease in the proportion in the first grade where so much of the marking time took place. Certain provinces show an actual as well as a proportional decrease in the first grade, although the enrolment as a whole increased. It is no longer necessary to guess that this is due to less repetition in this grade, because statistics are available which show that there was a normal increase in the beginners in the grade, but a large decrease in the repeaters. Accordingly it would seem that the chief reason for the increase in secondary education is a normal, and not a casual one; that it is not necessarily the result of the economic depression of the present, but of the excellent work that has been done in providing accommodation, and, especially, in promoting full time attendance at the schools.

One peculiar phase appearing from an analysis of the increase in secondary activities in 1923 over those of 1922 has probably to do with the question of electives in secondary subjects. It is noticeable that there is a decrease in the number taking certain scientific subjects and mathematics, and a corresponding increase in the number taking literary subjects, including Latin. It is true that there are exceptions to this, noticeably in one province, where physics, chemistry and botany were taken in preference to literary subjects in high school grades in rural schools, while in urban schools the literary were preferred. This is, however, due to the fact that some rural school teachers have had little or no training in Latin or French, which have always been optional; while they have had training in the scientific subjects which until recent years were obligatory. In 1923 there seemed to be a marked decline in the study of botany and a tendency to revival in Latin. Generally, also, all practical subjects including manual training, domestic science and, particularly, commercial subjects in the ordinary schools (not the vocational schools) showed symptoms of falling away, while the old academic subjects more than held their ground.

From the fact that the year 1922-23 is thus shown to have been in many respects a stock-taking year, it would seem relevant to review what has been accomplished during the period which it seemed to culminate, or (in view of the fact that the census bulletins on educational subjects have recently appeared) since 1911.

School Attendance.—In Tables 4 to 7, 12 and 24 are given certain statistics from the Dominion Census of 1911 and 1921. In comparing the two years it should be noticed that the figures in the 1911 census refer to the calendar year 1910, while those in the 1921 census refer to the nine months immediately preceding June 1, 1921. It is particularly necessary to remember this when comparing the number and proportions attending from 7 to 9 months. The difference, however, is not so great as it might seem from the fact that one census referred apparently to twelve months while the other referred to nine. Out of the twelve months would have to be deducted the vacation periods of about two months, although during these vacations, summer schools (which were in existence in 1911 to a greater extent than in 1921) were in operation. The advantage which the net ten months period of 1911 had over the nine month period of 1921 in enabling a larger proportion of children to be present more than 7 months was perhaps neutralized by the fact that there would be a large influx of very young children just beginning school after the first of June. These children attending only one month before the end of the school year would tend to lower the proportion attending the full period. This point partly explains the fact that the census figures are lower than the figures of Departments of Education.

The points of chief interest, perhaps, are: (1) the proportion of the population 7 to 14 years of age inclusive (the compulsory school ages for many of the provinces) at school in 1911 and 1921; (2) the proportion at the same ages at school from 7 to 9 months; and (3) the regularity of attendance of those actually at school as shown by the proportion of those at school attending 7 to 9 months as follows:

	1911	1921
Percentage of the population 7 to 14 years attending school for any period.....	79.8	88.6
Percentage of population 7-14, attending 7-9 months.....	69.5	79.7
Percentage of those at school (7-14 years) attending 7-9 months.....	87.2	90.0

The item showing the greatest increase is the proportion of the population attending 7 to 9 months, or what might be considered an adequate year. This increase is over fifteen per cent of the figures of 1911 (69.5), in the ten years, or an improvement of about 1.04 p.c. a year. At this rate one hundred per cent of the population 7 to 14 years would be at school full time by the year 1929. Of course this is an unattainable ideal, but this shows how close the approximation to the ideal had really become by 1921. Further, the year 1922 showed considerable improvement in this respect over the year 1921, while in some provinces 1923 showed improvement over 1922. The importance of the improvement may be emphasized still further by taking it from the point of view of those who did not attend school. In 1911, over 30 p.c. of the population at these ages did not attend school during what might be considered an adequate period; in 1921, less than 21 p.c. failed to attend school during this period, a reduction of one-third in the ten years. Since failure to attend school regularly is without doubt directly related to retardation,

It is clear that retardation at school should have been reduced 34 p.c. during this period, and that—everything else being equal—the children at 14 should be a third again as far advanced under the conditions of 1921 as under the conditions of 1911. Now there is sufficient evidence that the average person on leaving school today has either completed a year in Grade VII or has spent some time in Grade VIII. If full time attendance be regarded as proportional to the rate of advancement it would seem that under the conditions of 1911 the average person was leaving in Grade V or VI. (See Chart, page 17).

Taking now the improvement at each age, the following percentages of the population at each age from 5 to 14 attended school 7 to 9 months in 1911 and 1921. (Comparison is vitiated here to a small extent by the inclusion of Indians in 1911, but the effect on the round numbers is insignificant).

	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
1911.....	8	30	57	71	76	77	79	75	68	54
1921.....	7.7	36	70	81	85	87	87	85	81	66

It is noticeable that a larger proportion of the population attended full time at 13 years of age in 1921 than at any age in 1911; further, that in 1921 there was no appreciable drop in attendance until the age of 14 years; that is up to the end of the compulsory age. In most provinces there was not a great drop even at 14 years. Consequently it may be said that nearly all of those who attend school at all remain until the age of 14. Apart from the greater irregularity throughout, it may be similarly stated that in 1911 those who attended school remained until the age of 13 years but that the total time they had put in at school by the age of 13 must have been about one year less than at the same age in 1921. The insignificant differences shown in the censuses at the age of 5 years does not mean that fewer pupils were attending at this age in 1921 than in 1911; the percentage attending school for any period at the age of 5 in 1911 was 13.99 as compared with 14.17 in 1921; at the age of 6 the percentage attending for any period in 1911 was 44.50 as compared with 52.31 in 1921. Thus, especially at the age of 5, while the proportion attending school has increased, their regularity in attendance has shown no improvement. The number at school at the ages of 5 and 6 in 1921 was 142,563 or almost 10 p.c. of the total number at school from 5 to 14 years inclusive, so that they required this proportion of the accommodation. They would have been seen to form a still larger proportion, and their attendance would have been still poorer if those attending during the month of June had been included.

The attendance at the ages of 10 to 14 would probably give the best description of the attendance of Canadian-born as compared with that of British-born and Foreign-born. The following percentages of the population at these ages attended 7 to 9 months.

	1911	1921
Canadian-Born.....	74	82
British-Born.....	61	83
Foreign-Born.....	49	71

At the ages of 7 to 14 the following were the percentages:—

	1911	1921
Canadian-Born.....	72	81
British-Born.....	62	83
Foreign-Born.....	48	71

Thus, at the ages of 10 to 14 about 51 p.c. of the foreign-born population did not attend school in 1911 as compared with 29 p.c. in 1921, a reduction of about 40 p.c. The reduction was almost 60 p.c. in the case of British-born. A great deal of this would be due to the fact that in the calendar year 1910 the immigrant population were arriving much faster than in 1921 and that many of these new arrivals were not long enough in Canada to be at school the full period. Another reason would be that many of the immigrants settled in new districts where there were no schools, or where schools were open after the commencement of the school year. After making all allowances for these factors, a great deal must be left to improvement in habits of attendance.

Comparing rural with urban districts the following proportion of the population at the ages of 7 to 14 attended 7 to 9 months:

	1911	1921
Rural.....	64.1	72
Urban.....	79.6	89

It is noticeable that the improvement in urban communities was more marked than that in rural communities, and this would seem to confirm the belief, already expressed, that the improvement in school attendance was as much a matter of improvement in habits of attendance, especially habits encouraged by the operation of compulsory attendance acts, as of improvement in opportunities. The proportion attending 7 to 9 months at the age of 14 years in rural communities in 1921 was 55 p.c. as compared with 78 p.c. in urban communities.

One feature of special interest and, probably, significance, in connection with school attendance in 1921, is the comparative absence of extremes when the number attending for any period is examined county by county. Thus, a very small number of communities fall below the average for the whole of Canada.

Illiteracy. Among the results of the activities of the schools in Canada, one of the most encouraging is the rapid elimination of illiteracy, as seen in the bulletin on the subject recently issued by the Dominion Bureau of Statistics. The rate at which this elimination has gone on is not adequately shown by a comparison between the illiteracy of 1921 with that of previous Censuses, inasmuch as this comparison can be made only with the ages of 5 years and over. Progress when measured with these ages is disguised by the fact that the illiteracy of children 5 to 9 years is practically an irreducible constant. For the first time in thirty years (except in the case of the prairie provinces in 1916) Canadian statistics of illiteracy are now given for the ages of 10 years and over; also by the age groups 10 to 14; 15 to 20; 21 to 34; 35 to 64; and 65 and over. The percentages of illiteracy of these age groups afford a better means of measuring the progress made than a comparison between censuses.

The proportion of the population 10 years of age and over in 1921 totally illiterate—that is persons unable to read or write in any language—was 5.1 per cent. This population included Indians. Exclusive of Indians the percentage was 4.49. Including Indians the percentage of illiteracy among persons 10 to 14 years was 2.0; among persons 15 to 20 years it was 2.8; 21 to 34 years it was 3.9; 35 to 64 years it was 6.5; and 65 years and over it was 13.1. Further, 55,112 or about one-sixth of all illiterates of specified ages were 65 years and over, while two-thirds were 35 years and over, although the population over 35 years formed only about 40 p.c. of the population of stated ages. The important point, however, is that illiteracy was reduced by about one-third in the case of each successive younger group below 65.

The rate of progress in the case of the younger groups ought to mean that the utter extinction of illiteracy in Canada is in sight. How far the situation is in hand may be seen from the fact that the percentage illiterate first quoted (5.1) does not by any means represent the general level of the Canadian population, but rather that high percentage of illiteracy—and by “high” is meant anything above the average 5.1—is confined to certain areas containing only 30 p.c. of the Canadian population. Fifty per cent of the illiterate persons in Canada are confined in areas containing only 18 p.c. of the population, while 11 p.c. of the illiterates are confined in areas containing only 1 p.c. of the population. A good aspect of the situation is that these segregated areas are not confined to one or two provinces; instead of this they are distributed among all the provinces so that no one province has an undue share in the problem.

Perhaps the most interesting and significant feature of the achievement of the schools of Canada is that shown by the difference between the proportion of illiterates among foreign born immigrants and the children of these immigrants. Here it is necessary to differentiate between such foreign born immigrants as Americans and certain Europeans, who enjoyed excellent educational advantages in their own country, and the immigrants who belong to illiterate countries. Of the latter, a group of 367,838 persons over the age of 10 belonging to seventeen races showed an illiteracy of 24.8 p.c. The children of these immigrants who were born in the Empire, that is practically all in Canada, to the number of 133,010, showed an illiteracy of only 5.1 p.c. or exactly the same percentage as shown by the general level of the Canadian population. This would seem a striking evidence of the energy with which the school and other child welfare agencies in Canada have faced one of the country's most serious problems.

One more interesting feature in connection with illiteracy has also a bearing on immigration. The element of the Canadian born population showing the lowest percentage of illiteracy is that with one parent Canadian, the other British (that is, born in other parts of the Empire). This element existed in 1921 to the number of 375,068 persons over the age of 10 years, and showed an illiteracy of 1.08 p.c. as compared with 1.25 p.c. in the case of the next lowest, the persons of whom both parents were British born.

Comparisons between provinces, sexes and rural or urban residence should be made with a great deal of caution, since it is often difficult to differentiate between the relevant and irrelevant elements in such a comparison. The achievements of a province can not be estimated without taking into consideration the difficulties of its problems. Thus a comparison on the basis of one census only may show one province in an unfavourable light as compared with another; whereas if the comparison is made on the basis of the reduction of illiteracy in the different age groups, for example, it may show that the achievements of the former province have placed it in the very first rank. After carefully weighing the different elements it may be stated that in general the female sex show a somewhat lower percentage of illiteracy than the male, and that urban centres show a somewhat lower percentage than rural. Neither of these statements, however, may be regarded as universally true. For example, about one-sixth of the urban centres show higher percentages of illiteracy than the adjoining rural centres.

From an examination of the two phases of education, “literacy” and school attendance, therefore, it is evident that a great work has been accomplished since 1911. These phases of education are important in themselves and the improvement therein has immediate significance, but their symptomatic significance is vastly more important. There is no doubt that to school attendance—especially 7 to 9 months’ attendance—promotion at school has a direct ratio, and consequently that the value received from the school system has improved in proportion to the improvement in school attendance. More important still is it to consider that the child, who at 13 years of age in 1921, had had at least one year more of schooling than the child at the same age in 1911, not only received the benefit of that one year but also something that the 1911 child would never again be able to receive, because he left school at that age. The reason that the

1921 child remained at school till the age of fourteen, whereas, the 1911 child, left at thirteen, was, very likely to a great extent because he had had one extra year's schooling by the time he was thirteen. The two years thus added on to the later part of the child's school attendance meant more perhaps than any two years at school during the earlier part. Five full years at school by the age of 13 brought the average child to Grade V, a point not far removed from illiteracy; seven full years at school by the age of 14 brought the average child at least to Grade VII, but generally to Grade VIII, a point at which he was educationally equipped for all the ordinary activities of life as well as for reading and understanding ordinary literature. Further, it brought him to the stage at which he would be admitted to agricultural schools, night and part time technical schools, and perhaps business colleges at a later date if he so desired. From this point of view the gain of two years was not merely a $33\frac{1}{3}$ per cent improvement but an infinite quantity, for between going only as far as the threshold of knowledge and stepping over that threshold there is an infinite difference.

In the same way the improvement in illiteracy does not merely mean that relatively fewer are illiterate now than in 1911. A study of illiteracy in relation to school attendance and grade at school reveals facts which point to the conclusion that the less illiterate the community, the better the attendance at school, and the greater the proportion in upper grades at school; also that the illiteracy of children is very strongly correlated with the illiteracy of adults.

The increased cost of education during the period should be viewed in the light of the foregoing facts. The gross figures of expenditure given in table 113b show a large increase since 1911, but before arriving at any conclusion every item should be analyzed, and a sharp distinction should be drawn between the increase in the cost of building a system and that of running a system. First of all, a part of the expenditure of later years is in the form of debenture payments, that is, payments of the debts of the years immediately following 1911. These years furnished the school problems in the shape of new settlements and hosts of immigrants. Money had to be borrowed to meet immediate demands for accommodation and the years around 1921 are paying back this money, and what they have not been paying directly for these old debts they have been paying to meet the new demands for accommodation caused by stagnation during the war. Again, they have had to issue new debentures to meet old debenture payments and this time at a higher rate of interest. Again—and very important—they are paying post-war prices instead of pre-war prices. Then such measures as have brought about the improvement in attendance, such as the enforcement of compulsory attendance acts, the keeping open of schools throughout the year instead of during a few months, etc., cost large amounts. Also no insignificant item in the increase is the extra cost of fuel and caretaking occasioned by the displacing of summer schools by means of schools open during the full year. Allowances should be made for all these weights when comparing recent expenditure with the expenditure of 1911, and when this is done it will be found that the increase in cost is far below that in results.

The foregoing improvements, it should be noticed, refer entirely to ordinary school activities. In addition to these Canada has during the period developed the following:—

(1) Technical secondary and part time schools, on a large scale, thus opening up new prospects for the person who has to leave school in the elementary grades.

(2) Agricultural secondary schools with the same effect as the technical schools.

(3) Elementary manual training in elementary schools.

(4) Special care of the physically and mentally backward and delinquent by means of training in special classes and institutions; this affecting not only the subjects themselves but also the remaining children.

(5) The medical inspection of school children and the free treatment of those unable to pay. This activity alone will probably have tremendous consequences.

(6) Enormous activity in ordinary secondary education, also the higher education directly bearing upon ordinary school activities and also upon the needs created by the new activities, should be emphasized.

What is perhaps the most important matter of all has been the procuring of good teachers, the direct agents in bringing about the vast improvement discussed in connection with school attendance and illiteracy. The educational system had to be built up gradually from one containing a large proportion of untrained teachers with "permits" or third class certificates, to one containing highly trained and high classed teachers. This necessitated not only the cost of training teachers but the offer of salaries which would enable the right kind of teacher to enter, train for, and stay in the profession. The cost of displacing an untrained low class teacher by a trained and high class teacher is not the same thing as an increase in salaries for the same class of teacher. The importance of this distinction is illustrated very strikingly by what happened in some cases in 1923. Salaries were lowered all round and the immediate result was the decrease in the number of high class and the increase in the number of low class teachers.

CHAPTER II.—REVIEW OF PROVINCIAL EDUCATIONAL ACTIVITIES

PRINCE EDWARD ISLAND

Summary of all Institutions.—During the year 1923, the number of pupils and students in all educational institutions in Prince Edward Island was 19,243. These were distributed as follows: 17,742 in 471 elementary and secondary schools; 347 in Prince of Wales College; 177 in agricultural and technical institutions; 271 in the University of St. Dunstan; 9 in the school for the blind and the school for the deaf at Halifax; 660 reported in private elementary and secondary schools; and 37 in Indian schools. Mention should be made here of the fact that there were 267 residents of Prince Edward Island in Canadian universities and colleges outside the province. This would bring the total of Prince Edward Island up to 19,510. The corresponding figure for last year was 19,937.

Publicly Controlled Elementary and Secondary Schools.—The 17,742—9,010 boys and 8,732 girls—enrolled in publicly controlled and elementary and secondary schools were accommodated as follows: 11,132 in 412 primary schools, which in this province mean ungraded one-room schools; 6,610 in graded schools, that is schools of two or more departments, and 347 in Prince of Wales College, the regular secondary institution of the province and also the normal school.

Average Attendance—The average daily attendance in the elementary and secondary schools outside of the Prince of Wales College was 11,763 or 66.3 per cent of the enrolment; this average was distributed as follows: 6,855 or 61.6 per cent of their enrolment in primary schools; 1,779 or 80 per cent of their enrolment in elementary graded schools and 4,908 or 74.2 per cent of their enrolment in first class schools. The corresponding percentages last year were 67.4 in all schools; 63.29 in primary schools; 69.2 in graded schools and 78 in first class schools.

Grade, Age, etc.—The standing of pupils enrolled during the year was shown by eleven grades. The classification is now practically equivalent to that of nearly all the other provinces and is given in detail in sections 2 and 3 of the statistical tables in this report. As might be expected in the case of a long settled province and one with a practically stationary population, the proportions in the upper grades, especially the secondary grades, is very large, the latter, if the Prince of Wales College is added, amounting to about 10 per cent of the total enrolment.

Secondary Education.—The statistics of the year give a different conception of secondary education in the province from that given by former statistics. It is now seen that about three-fourths of the secondary pupils are taught in graded and ungraded schools throughout the province while about one-fourth are taught in Prince of Wales College, which teaches the upper secondary grades besides giving professional training to prospective teachers. The third year students of Prince of Wales College who have obtained a sufficiently high standing in the work of the year are recognized by some universities as having completed the second year in Arts.

Teachers.—The number of teachers in 1923 was 613, 131 male and 482 female. Of these 412 were in ungraded and 201 in graded schools. The average salaries were \$535, an increase of \$2 over the previous year. There was a noticeable increase in the proportion of teachers with First and Second class certificates during the year.

Teachers in Training.—The teachers in training in Prince Edward Island are in attendance at Prince of Wales College, and take professional work at the same time as the academic work. Every first year student is required to take pedagogical as well as academic work.

Agricultural and Technical Education.—These two activities are under one organization both coming within the scope of the Dominion Technical Education Act of 1919. The institution is called the Prince Edward Island Agricultural and Technical School, and is now in its fourth year. It is under the administration of the Department of Agriculture, but subject to inspection by the Chief Superintendent of Education, who also acts with the Commissioner of Agriculture in an advisory capacity touching matters relating to the school. During the year it had 70 in the day classes and 107 in the night classes as against 65 and 107 respectively during the previous year. Students who successfully complete the two years' course are now admitted to the second year at the Nova Scotia Provincial Agricultural College at Truro.

The school fair is now a well established event in the province; fifty fairs having been held in the autumn of 1923. Participating in these were 262 schools and about 4,946 pupils, the number of exhibits being about 15,320. Women's Institutes are a valuable educational organization in the province. At the close of the year there were 69 of these with a membership of 1,500.

Medical Inspection.—Medical inspection was introduced into the schools of Prince Edward Island in 1921, when 20 schools with 2,418 pupils were inspected by the Red Cross nurses and local medical men. The work was carried on energetically in 1921-22 when 119 schools in country districts were examined. As many as 3,515 pupils were medically examined, weighed and measured. In every case explanatory slips were sent to the parents stating whether defects found in the children were slight and could be corrected by home treatment, or whether the family doctor should be seen. In 1922-23 the schools inspected were nearly all rural. In the 110 schools inspected 2,802 pupils were examined, weighed and measured. The Junior Red Cross Society is playing an important part in health work in the schools.

Higher Education.—Prince of Wales College, which, especially in its third year, does work of university grade, showed in 1923 the largest enrolment in its history. St. Dunstan's university had a registration of 231 students.

School Support.—The expenditure during the year was \$499,550 as against \$428,869 in 1922. Of this, \$202,714 was contributed by the districts and \$296,836 by the Government. The cost per pupil enrolled was \$28.17 as against \$21.21 in 1922, and per pupil in average attendance \$42.49 as against \$31.49 in 1922. In addition to the foregoing, the sum of \$19,712 was expended in the operation of Prince Edward Island Agricultural and Technical School at Charlottetown.

NOVA SCOTIA

Summary of All Institutions.—During the school year 1922-23 Nova Scotia had in all her institutions an aggregate enrolment of 123,482. This enrolment included 114,458 in general schools; 372 in normal college; 3,807 in agricultural, commercial and other special schools, including all night schools, but not including universities and colleges; 332 in preparatory classes in universities and colleges; 671 in short, special, and correspondence courses at universities and colleges; 310 in regular courses at colleges; 1,455 in regular courses at universities; 1,156 in private elementary and secondary schools; 456 in business colleges (private); 137 in the school for the deaf; 171 in the school for the blind; and 293 in Indian schools.

General Schools—Enrolment.—Of the enrolment of 114,458 in ordinary day schools (Grades I to XII), 73,356 were in 1,592 village, town and city schools (classrooms) and 40,892 were in 1,445 rural schools.

Average Daily Attendance.—The average daily attendance of 83,472 or 72.8 per cent of the enrolment, was the highest on record exceeding the previous year's by 4,062. Details on attendance in this province, may be seen in Table 8 in which the number attending during certain periods is given, while the attendance by monthly periods is given for rural and urban centres. The most interesting feature in connection with attendance in 1923 is the difference between rural schools and other schools. It is difficult to give any satisfactory single index of attendance, but perhaps as good as any is the percentage of the total enrolment who attended more than 120 days or about six months. In rural communities this is found to be 51.9; in villages 64.5; and in towns and cities 77.9. The percentage attending less than 60 days was about 22 in rural schools, 18 in village schools and a little over 9 in the urban schools.

Grade, Age and Sex Distribution.—The distribution by grade and sex by single years of age was reported by the province in 1923 for rural, village and urban schools. The tables are reproduced in this report (see Tables 18, 31 and 32). A brief comparison between the figures of 1922 and 1923 may be useful.

In 1922 Grade I formed 26 per cent of the total enrolment; in 1923 it formed 23 per cent.

In 1922 the repeaters in Grade I were almost twice as numerous as the beginners (19,223 to 10,904) and formed about 17 per cent of the total enrolment; in 1923 the repeaters were only slightly larger than the beginners (13,404 to 12,885) and formed only 11.8 per cent of the total enrolment.

In 1922 the proportion of boys to girls in the four high school grades was 1 to 1.65; in 1923 it was 1 to 1.57. The year 1923, then, continued the tendency mentioned in last year's report.

The proportion in secondary grades has increased from 10,975 in 1922 to 12,088 in 1923, although the total enrolment has remained practically stationary. To this increase of 1,113 the boys contributed 513 or nearly one-half.

Comparing rural schools with other schools it is noticeable that the repeaters in Grade I in rural schools were 1.13 times the beginners; in village schools 1.23 times; and in urban schools less than .9 times the beginners. The difference between the different types of communities is not great enough to prove distance from school, etc., as the main cause of retardation.

The boys repeating Grade I formed 12.8 per cent of their total enrolment of boys, while the repeating girls formed only 10.7 per cent of their total enrolment. In this respect the boys and girls of urban, (city and town) schools showed very little difference, while there was a marked difference in the case of village and rural schools. In all types of schools the pupils of both sexes seem to have remained at school up to the age of 14 years, when there is a falling off of about 11 per cent in the case of the boys and about 10 per cent in the case of the girls from the enrolment at 13 years of age. The difference between the sexes here is not marked. However in urban schools the girls fell off 10 per cent as against the boys' 8; in village schools the girls fell off 8 per cent as against the boys' 2 per cent; while in rural schools the girls fell off 13 per cent as against the boys' 19 per cent. The comparative standing of the sexes at the age of 13 in median grade and fraction of a grade was as follows: rural boys grade 6.00; rural girls grade 6.5; village boys grade 5.9; village girls grade 6.1; urban boys grade 6.1; urban girls grade 6.5; all schools, boys grade 6.0, girls grade 6.4. Thus there is very little difference between types of schools especially between urban and rural; but a considerable difference between sexes.

Secondary Education.—The number in high school grades in 1923 was 12,088 of whom 6,209 were in city or town schools, that is practically all in pure high schools including county Academies; 2,420 were in village or graded schools and 3,459 in rural schools. This high school grade enrolment increased by more than 1,100, or 10 per cent, over the very high enrolment of the

year before. Still more significant is the fact that while Grades IX and X increased only about 6 per cent of the same grades in 1922, Grades XI and XII increased about 24 per cent, and almost half the increase was caused by these two upper grades. Attention has already been called to the fact that about half the increase was caused by boys. It is clear then that the increased enrolment in high school grade is more significant than it appears at first sight. It would seem that there is a growing tendency to take a full high school course instead of merely one or two years. It would also seem that high school work is becoming less a monopoly of the female sex. Table 69 might be consulted in connection with this point.

Teachers in Ordinary Day Schools.—The number of teachers in 1923 was 3,237, being an increase of 29 over that of 1922. Of these 277 were male and 2,960 female teachers. The number of male teachers is evidently increasing and now bears the same proportion to that of female teachers as it did in 1913 (1 to 10). While the increase in the total number of teachers was only 29, the increase in the teachers holding the higher grades of license was 151, which number also represents the decrease in temporary and permissive teachers. Further, the increase in normal trained teachers was 3 in 100 as against 1 in 100 increase in the total number of teachers.

Teachers in Training.—The number of students attending the Provincial Normal College at Truro during the year was 372, an increase of 6 over that of the previous year, and the highest on record. Of these 57 were in the university graduates' course training for academic diploma. Only 133 out of 357 training as teachers in ordinary school subjects held certificates lower than Grade XI. The enrolment of 372 was made up of 35 males and 337 female students.

The summer courses during July and August comprising those of physical training, rural science and pedagogy enrolled 376. Thus more than 700 teachers came under the control of the institution during the year. Arrangements have been made by the province with New Brunswick and Prince Edward Island for the mutual recognition of equivalent teachers' licenses as well as for the gradual approximation of courses of study.

Rural schools.—Organizations for furthering education in rural communities include, of course, the activities in rural science already mentioned.

Mention has already been made of rural schools as compared with other schools in connection with the average daily attendance and the age-grade-sex standing of the pupils. In his statistics for the years 1922-23, the superintendent has furnished most valuable material which enables the work of these rural schools to be compared with that of other schools from many angles. In the province during the year there were 1,509 rural sections as compared with 256 in cities, towns and villages, with 1,445 schools (classrooms) in operation as compared with 1,592 in cities, etc. These classrooms were in session an average of 191 days as compared with an average of about 197 days in other schools. If instead of comparing the average number of days during the year in session the average number of hours is compared, the rural school's average is higher, being 1,031 hours in comparison with 947 in the other schools. The number of teachers in rural schools was 1,547; in the other schools 1,690. The number of teachers holding normal school diplomas was 435 in rural schools and 1,191 in the other schools. The number of teachers whose total service at commencement of school year was one year or under in rural schools was 798; in other schools 311. The number with five years or less of experience was 1,321 or nearly 86 per cent in rural schools and 846 or 50 per cent in other schools. The enrolment in rural schools was 40,892, in other schools 73,566. The percentage of these in average daily attendance was 60.5 in rural schools and 79.8 in other schools. The average (mean) number of days attended by each pupil (the aggregate days divided by the enrolment) was 116 in rural schools and nearly 145 in other schools. The median number of days attended was 124 in rural schools and 162 in other schools. The number taking high school work was 3,459 in rural schools and 8,629 in other schools. An analysis of high school studies is furnished by the superintendent and since all subjects except English are optional, there should be a marked difference between the subjects in rural schools and other schools. The point is so important as to justify a study of the results, as shown in the following table —

	Rural			Village and Urban		
	IX	X	XI	IX	X	XI
English.....	2,196	1,103	243	3,522	2,784	1,837
Latin.....	336	119	9	2,056	1,332	747
French.....	795	382	66	2,847	2,146	1,382
Geography.....	2,180			3,318		
Drawing.....	1,780			2,936		
Botany.....	1,320			1,432		
Physics.....	864	956		1,362	2,163	
Agriculture.....	222			243		
Arithmetic.....	2,164	1,044		3,520	2,758	
Algebra.....	2,140	1,045	249	3,502	2,740	1,759
Greek.....		—	—		37	35
German.....		1	—		52	83
History.....		998	238		2,675	1,769
Geometry.....		1,008	246		2,700	1,750
Practical Mathematics.....			240			1,677
Chemistry.....			230			1,630

Instead of comparing the number in each subject with the total enrolment in each grade it is probably less misleading to compare it with the number taking English or the obligatory subject. It is apparent that there are no startling differences between the proportions in rural schools and other schools. Particularly striking is the fact that Botany, Physics and Chemistry are taken by a larger proportion of rural pupils than of other pupils while the opposite is true of Latin and French. Of course the staple high schools subjects—English, history, geography, arithmetic, algebra and geometry are as popular as might be expected, but there is no very striking difference in this respect between rural schools and other schools.

It is very interesting to see that 11,074 rural pupils were medically inspected as compared with 50,494 in the other schools. The proportion reported to parents for medical and dental treatment was much larger in rural schools than in village and urban schools. This may have been partly due to more cases having been weeded out of the urban schools by former inspections than out of the rural schools. The comparative salaries of male teachers in rural and urban schools may be seen in Table 113a. This and the certificates and the experience of the teachers seem to show the greatest difference in the comparison.

Agricultural and Technical Education.—Rural Science.—Rural science activities under a provincial official known as the Director of Rural Science, included school fairs, discussion at gatherings of women's institutes, community clubs and farmers' conventions, two rural science teachers' institutes, and nature talks at girls' and boys' summer camps. At the four weeks' course at the summer school, held in the Normal School at Truro, with work from 7 a.m. to 10 p.m., there was an attendance of 376 pupils the previous record being 209. The work included the regular classes and addresses by outside speakers. The regular work covered a wide field up to advanced classes in biology.

Statistics of Agricultural Education may be seen in Table 85 and statistics of the College of Agriculture, Truro, may be seen in detail in section 12 on Higher Education.

Technical Education.—The work of technical education over and above that of the Agricultural College or Normal College, is carried on under the Director of Technical Education and the Director of Manual Training. Under the Director of Manual Training 41 departments were in operation of which 18 were mechanic science and 23 domestic science. In some schools this work begins in Grade VI and continues through Grade IX.

The statistics of the Technical College may be seen in Table 124; of the secondary technical classes including evening schools and coal mining schools may be seen in Table 88.

In affiliation with the Technical College is the Halifax Navigation School (a part enterprise by the Dominion Department of Marine and Fisheries, and the N.S. Technical College). No fee is charged and a man may start his course on any day of the year. The teaching in all is of an individual nature. The school has men coming and going all the time. For this reason it is difficult to state the number enrolled during the year. Another affiliation is the correspondence Study Course. The university extension work of this division, suspended since 1917 was reorganized in 1921, with an enrolment of 16, which increased to 181 by June. The subjects offered are divided into five groups aggregating 65 courses, viz. business group consisting of 16 courses; college preparatory consisting of 14 courses; industrial group, consisting of 16 courses; drafting group, consisting of four courses and home-making group consisting of 6 courses. The industrial group including the drafting group shows the largest enrolment, the number being 87. The work of technical education which is entitled to the Dominion aid for vocational education consists principally of a series of evening schools all over the Province, of the type known as individual continuation schools, and furnish preparatory, technical and trade training to supplement the knowledge and skill of persons who have left the public school system. They consist of A. Coal mining or Engineering Schools; B. Evening Technical Schools. The Coal Mining or Engineering Schools are in five coal mining districts. The Evening Technical Schools are conducted in the principal industrial communities. The number enrolled during the year in these schools was 2,427, while the coal mining or Engineering Schools had 569 students.

Medical Inspection.—For statistics see table 91.

Special Classes.—For statistics see Table 99.

Universities and Colleges.—During the year, 1,605 students were enrolled in the 4 universities of Dalhousie, St. Francis Xavier, Kings and Acadia, an increase of 220 over the previous year. Of these students 1,265 were residents of Nova Scotia, 47 of Prince Edward Island; 188 of New Brunswick; 5 of Quebec; 13 of Ontario; 2 of Saskatchewan; 2 of Alberta; 4 of British Columbia and 79 outside of Canada. In the universities outside of Nova Scotia there were 334 students who were residents of Nova Scotia. Of course this does not take into account the Nova Scotians educated in British and Foreign universities. Over and above the Technical and Agricultural Colleges which have been described above, Nova Scotia has four colleges of which 2 are purely theological (The Presbyterian and the Holy Heart Seminary), and 2 are purely academic (St. Mary's and Ste. Anne's).

NEW BRUNSWICK

Summary of All Educational Institutions.—During the school year 1922-23 the number enrolled in all educational institutions in New Brunswick was 82,812 of whom 78,753 were enrolled in ordinary day schools; 1,227 in technical schools; 459 in normal schools; 593 in business colleges; 418 in private elementary and secondary schools; 736 in universities and 270 in Indian schools. At the same time 83 deaf and blind attended at the expense of the province at institutions situated in Nova Scotia and elsewhere; and 406 residents of New Brunswick attended universities and colleges in other provinces; while 410 residents of other provinces attended universities and colleges in New Brunswick.

Enrolment in Ordinary Day Schools.—As most of the data connected with ordinary day schools have been given separately for two terms (the first closed on December 31, 1922, and the second closed on June 30, 1923) instead of for the whole year particulars which could not be calculated for the whole year are entered in the statistical tables for the long term ended, June 30th. Of the 71,549 enrolled during this school term, 35,374 were boys, and 36,175 were girls; 22,442 were enrolled in cities and incorporated towns; 14,519 in other graded schools; and 34,588 in ungraded schools. The number of graded departments was 915 and of ungraded schools 1,193.

Average Daily Attendance.—The 78,753 pupils enrolled during the whole year attended a grand total (rectified for county fund apportionment) of 10,715,468 days as compared with 10,726,061 by 77,774 pupils in 1921-22. The schools were in session an average of 190 days in each of the two years. These figures show an average number of days attended by each pupil of 136 days in 1923 and 138 days in 1922. Table 8 giving the attendance of nearly all the pupils by 20 day periods show that the median number of days attended by each pupil in 1923 was 149 days; and that nearly 54 per cent of the pupils attended more than 140 days. The same table shows that in the city schools the pupils attended a median of over 180 days, that is that over one-half of them attended what might be considered full time.

A comparison with the census figures of 1921 would seem to indicate that the attendance is still better than the median makes them appear, and that duplicate registration and attendance of pupils at the age of 5 and 6 years after the first of June pull down the average attendance. The census figures showed that 79.8 per cent of the pupils enrolled at the ages of 7 to 14 years attended from 7 to 9 months, that is, more than 140 days, in 1920-21.

Grade—Age—Sex.—For the year 1922-23 the Department for the first time obtained statistics of the distribution of pupils by grade, age and sex. The teachers' returns gave the classification of over 75,000 out of the 78,000 pupils enrolled during the year but the classification given by teachers in ungraded schools was so different from that given by teachers in graded schools that the tables in sections 2 and 3 of this report, given separately for graded and ungraded schools, are only approximately comparable. For convenience in class management in the province the pupils in ungraded schools are classified by five "forms" or "standards," standards I and II corresponding to Grades I and II respectively; standard III corresponding to Grades III and IV; standard IV to Grades V and VI; standard V to grades VII and VIII, with, no doubt, a number of Grade IX and X pupils. The tables show the standing of pupils in New Brunswick in a much more favourable light than former tables.

Secondary Education.—The majority of pupils in secondary grades in New Brunswick are taught in grammar schools situated in the county towns and free to all pupils of High School Grade of the county. About one-third are taught in superior schools free to all pupils in Grade VII and upwards in the parish where the school is situated. As will be seen in section 5 the number of secondary pupils in other graded schools was 253. It is impossible to give the number in ungraded schools as they are included in Form V. In comparison with 1922 which gives the high school pupils by half years only, the number in Grades IX to XI in 1923 was 3,315 during the first term as compared with 2,804 in the corresponding term of 1922. The enrolment in the secondary department of Grammar schools was 1,936 in the first term of 1922-23 as compared with 1,404 in the corresponding term of 1921-22. The figures for yearly enrolment are incomplete, but there is evidence that it was considerably larger than that for any one term. Academic work is also done in the Normal school, so that at least 4,000 pupils were doing work of secondary grade during the year. Particulars on secondary education in the province may be seen in section 5.

Teachers.—The number of teachers during the second term was 2,298 in 2,108 classrooms. The classification, average salaries and experience of these may be seen in Table 102. There has been a marked and steady increase in the last thirty years in the number of teachers holding certificates of second class standing or better; and a corresponding steady decrease of those holding third class diplomas. The chief superintendent reports that the supply of licensed teachers is nearly equal to the demand and that it was not found necessary in 1922-23 to issue any local licenses—a condition which had never before existed in the province. It is also noticeable that there was an increase during the second term in the number of teachers continuing in the same district from the previous term, and a decrease in the number of teachers who had moved to a new district during the second term.

During the 1922 session of the Provincial Legislature, an amended Pension Act was passed, by which the maximum pension was raised from \$400 to \$800, and no minimum less than \$250 was to be provided. There is also a disability clause providing that after twenty years of service a teacher if totally disabled receives one-thirty-fifth of half of his or her salary for the last five years of teaching subject to the foregoing provisions relating to the minimum and maximum pensions for every year of service provided he or she has taught twenty years or upward. The law provides that 5 per cent of the government grant per annum to teachers shall be held by the Provincial Treasurer as a pension fund. All the teachers in the service at the time of the passage of this act are eligible to participate in its benefits. In the fiscal year ended October 31st, 1923, the sum of \$17,823 was paid to 50 former teachers.

Teacher Training.—The provincial normal school had an enrolment of 458, the largest for some time. As many as 1,059 candidates presented themselves for normal school entrance and preliminary examinations for advance of class in July, 1923. (For further statistics see Table 111.)

Rural Schools.—In New Brunswick as in Nova Scotia the most important method to date in aiding rural school is the special grant to poor districts. In New Brunswick there are four consolidated school districts. A few particulars on consolidation may be seen in Table 81. The chief contribution to the statistics of rural (ungraded) schools this year is the classification by age, sex and grade which may be seen in sections 2, 3 and 4 of the statistical table.

Technical Education.—The status of technical education in New Brunswick may be seen on Table 88. This refers to the features of the technical education which are assisted under the Dominion Technical Education Act. Manual Training and home economics are carried on under a director of manual training who reported the opening of several new departments during the year. He also reported a more than corresponding increase in the number of pupils taking up the work.

Medical Inspection.—As may be seen in table 91 school medical inspection is established throughout the province. During the year there were six full time medical officers attached to centres and 8 nurses. The number of school clinics established was 9. The number of pupils examined during the year was 44,247 or about 56 per cent of the total enrolment.

Higher Education.—The registration of the three universities of the province was 736—593 males and 143 females. Full statistics of the personnel, courses, etc., of these universities may be seen in tables 116 to 121.

Private Schools.—(See Tables 137 to 143.)

School Support.—The expenditure on education during the year was \$2,674,377. Of this \$386,885 was contributed by the government, and \$2,287,494 by the rate payers, etc. For full particulars see table 113b.

QUEBEC

Enrolment.—During the year in which the latest statistics of all educational institutions could be brought together for summarizing purposes (1922), the total enrolment excluding duplicates in all educational institutions in Quebec was 570,430 pupils and students of whom 494,603 were in Catholic and 75,827 in Protestant institutions. The enrolment included 482,346 in publicly controlled primary and independent and maternal schools; 53,667 in independent primary schools (that is, schools which are subsidized or non-subsidized and report to the Department of Public Instruction, but are not under the control of Boards of Commissioners or trustees) and 34,417 in other institutions of learning. These 34,417 included 1,389 in normal schools, 9,321 in Roman Catholic classical colleges, 6,659 in universities, 579 in schools for the deaf, dumb and blind, 3,319 in schools of arts and trades, 6,452 in night schools, 2,240 in technical schools, 2,261 in dress cutting schools, 593 in agricultural colleges, 277 in the school of Higher Commercial studies, Montreal, 359 in St. Hyacinthe dairy school, 621 in independent schools not subsidized where classical education is given, and 347 in non-subsidized independent institutions where Superior education is given. To these might be added a few hundred in private business colleges, in Protestant theological colleges and in other private schools which are not subsidized and do not report to the departments. The 570,430 represent an increase of 22,179 or more than 4 per cent over the enrolment of 1920-21.

The 570,430 pupils were accommodated in 7,895 schools including 6,507 elementary schools, 759 model schools, 429 academies, 26 maternal schools, 14 normal schools, 21 classical colleges, 4 universities, 5 schools for the deaf, dumb and blind, 13 schools of arts and trades, 66 night schools, 6 technical schools, 26 dress-cutting schools, 3 agricultural schools, 1 for Higher Commercial studies, 1 for dairy, 8 independent schools not subsidized where classical education is given and 6 independent schools where superior education is given. The total number of schools represent an increase of 162 over those of 1920-21.

Primary Schools.—The primary school in Quebec is so called in contradistinction to (1) superior schools (universities and professional colleges); (2) secondary schools (classical colleges, non-subsidized independent schools where classical education is given, and one institute of modern secondary education affiliated with Montreal offering secondary education to girls); and (3) special schools, such as technical schools, agricultural schools, etc. The normal schools are connected with the primary schools in the sense that they train teachers for primary school teaching. The primary schools reporting to the Department of Public Instruction are either (1) publicly controlled, that is, under the control of Boards of Commissioners or Trustees, or (2) subsidized or non-subsidized independent, that is not under commissioner or trustee control. Both classes of primary schools have hitherto been divided into three grades viz., elementary, model or intermediate, and academy or superior, primary schools. The Catholic primary schools on Sept. 1, 1923, were divided into nursery or maternal, primary elementary, and primary complementary schools. Since certain changes have been made in the course of studies, the primary elementary, in future statistics will correspond to the old elementary and model schools. The statistics of Protestant primary schools include those of intermediate and high schools, the high school course being within the meaning of a secondary institution.

In 1921-22 the enrolment in all primary schools in Quebec was 530,705 of whom 260,449 were boys and 270,256 were girls. These were distributed as follows:

	Under Control of Commis- sioners	Under Control of Trustees	Independent	Total
Catholic elementary schools.....	221,674	3,725	7,554	232,953
Protestant elementary schools.....	44,487	6,694	68	51,249
Catholic model schools.....	100,724	1,055	13,210	114,989
Protestant intermediate schools.....	3,257	1,233	11	4,501
Catholic academies.....	80,392	259	32,153	112,804
Protestant high schools.....	10,489	3,049	671	14,209
Total elementary.....	266,161	10,419	7,622	284,202
Total model or intermediate.....	103,981	2,288	13,221	119,490
Total academy or high school.....	98,881	3,308	32,824	127,013
Total three grades.....	461,023	16,015	53,667	530,705

Average Attendance.—In all institutions the average daily attendance was 446,603 or 79.22 per cent of the enrolment. This high average has been maintained practically since 1897-98 when it was 75.13. On point of percentage of attendance Quebec stands second to only one province in the Dominion of Canada.

This fact is also borne out by the Dominion Census of 1921. Of the children between the ages of 7 and 14 inclusive who attended school for any period 94.5 per cent attended upwards of seven months. This is the highest of any province except British Columbia which is very slightly higher. Moreover, of those attending school between the ages of 5 and 19, Quebec had 92 per cent attending from 7 to 9 months in the year.

Secondary Schools.—The secondary schools in Quebec are represented by (1) the 21 Catholic classical colleges; (2) 8 Catholic non-subsidized independent institutions where classical education is given; (3) by 45 Protestant high schools.

In 1922-23 eleven of these classical colleges and petits séminaires with one institution for superior education for girls were affiliated to the University of Montreal for Arts only, and had a registration of 1,176 students in Arts. Three were affiliated for Arts with Laval and had a registration of 1,011 Arts students. The total enrolment in classical courses in all the classical colleges in 1922-23 was 6,236 besides that of the superior institutions for girls. There are also eight non-subsidized independent institutions where classical education is given.

Teachers.—The numbers of teachers religious and lay, in 1921-22, was 20,414, representing an increase of 710 over that of 1920-21. This staff was composed of 4,980 male lay and male religious teachers, and 15,434 female lay and female religious teachers.

Normal Schools.—The normal schools are now 16 in number schools having been opened at Beauceville and St. Jérôme in September 1923. In 1922 they had 1,389 teachers in training; in 1923 they had an enrolment of 1,555. These normal schools (except Macdonald) offer academic training as well as professional, and their courses extend over 3 years, so that what in other provinces would be considered a three years' high school course is covered. A new course of studies has been in force since September 1923. The standard of the lowest teachers' certificate (elementary) has been raised and is now obtainable only after two years' professional training. The teachers who have trained outside the normal schools and have to pass a board of examiners must reach the same standing as that attained in the normal schools. The enrolment of 1922-23 consisted of 203 in the academy class, 670 in the model class, 617 in the elementary class and 65 in the preparatory class.

Special schools.—These special schools in 1922-23 included 1 polytechnic school; 6 technical schools: 1 school for Higher Commercial Studies at Montreal; 3 agricultural schools; 1 dairy school; 61 night schools; 13 schools of arts and trades; 1 school of fine arts at Quebec; 27 dress-cutting or dress-making schools; 26 nursery and 5 schools for the blind and deaf-mutes, making a total of 145 schools containing 21,377 pupils.

In 1923 there were 6 technical schools with a total staff of 91. In the day classes of these technical schools were enrolled 203 in the English section and 530 in the French section or a total of 733. In the night classes were enrolled 416 in the English section and 785 in the French section or a total of 1,204, making a grand total of 1,934. There were also 192 in special day courses making a grand total of 2,126 students in technical schools.

In the school for Higher Commercial Studies, Montreal in 1922-23 was a teaching staff of 26 with an enrolment of 421 of these 121 were in day classes, and 300 in night classes. In the three agricultural schools—Ste. Anne de la Pocatière, Macdonald College, and Institut d'Oka—was a staff of 229, including 3 directors, 82 professors and 143 foremen and other employees and an enrolment of 569 students, 203 at Ste. Anne, 255 at Macdonald, and 111 at Oka. Of the regular four year students, 58 were at Ste. Anne, 57 at Macdonald, and 53 at Oka. Of the 32 graduates during the year, 7 were from Ste. Anne, 21 from Macdonald and 4 from Oka. The dairy school at St. Hyacinthe had 18 of a staff and 461 students. The night schools numbered during 1923, 48 Catholic and 13 Protestant, with a staff of 178 teachers and an enrolment of 5,661 students. The schools of arts and trades in 1923 were 13 in number with 3,331 students. The dress-cutting and dress making schools in 1923 were situated in 27 localities and had an enrolment of 2,339 pupils. The schools for the blind were 2 in number with 160 pupils; the schools for the deaf-mutes were 3 in number with 461 pupils. The School of Fine Arts at Quebec enrolled 415 students; the Polytechnical School of Montreal had 35 professors and 125 students.

Domestic Science, Schools and School Gardens.—In addition to all the above but included with special schools were 64 domestic science schools situated in 45 counties and having in 1922 an enrolment of 10,448 pupils. The enrolment in these schools has already been included with primary controlled and independent schools. The number of school gardens increased from 1,469 with 21,988 pupils operating in 1922 to 1,673 with 35,324 pupils operating in 1923.

Maternal Schools.—The number of maternal or nursery schools (Catholic) in 1922 was 26 with 107 teachers and 5,308 pupils, of whom 2,929 were boys and 2,379 were girls. Of these schools 17 were under control of commissioners and 9 independent.

Superior Education.—Superior education in Quebec refers to the work of the two Catholic universities (Laval and Montreal) with their affiliated colleges and the two Protestant universities (McGill and Bishop's College). The difference in the figures in tables 1 and 2 and the summary on page xlv from the figures for universities and colleges on pages 82-97 should cause no confusion since they are for different years.

In 1923 there were in faculties and schools combined with or annexed to Laval and Montreal 342 professors, and in schools affiliated to these institutions, 81 professors (in Polytechnic Schools, Higher Commercial Studies School and Agriculture Schools); in the faculties of Protestant universities there were 578 professors. The following Protestant theological colleges—Presbyterian College, Montreal; Wesleyan Theological College; Congregational College; and Montreal Diocesan Theological College are independent.

In the 17 faculties and schools combined or annexed to the two Catholic universities were 2,692 students; in the affiliated schools of engineering and architecture (two divisions of the Polytechnical school) Higher Commerce (Ecoles des Hautes Etudes Commerciales), and agriculture were 669 students; in 29 other schools affiliated or annexed to Laval and 34 annexed to Montreal were 4,440 students. These included 5 grand seminaries, 11 little seminaries, 9 classical colleges, 1 superior school for girls, 2 institutes of modern secondary education, 32 convent and household science schools and 2 music schools. The little seminaries, classical colleges, institutes of modern secondary education and convents were affiliated or annexed for the faculty of arts only. In addition to those enumerated were 3 classical colleges with 129 students associated (in Quebec meaning affiliated colleges, situated outside the province) to Laval. This makes a total of 7,930 in Catholic institutions of superior education. In the 17 faculties of the two Protestant universities were 4,113 students of whom 4,029 were in McGill. This makes a total of 12,043 students in superior institutions in Quebec in 1923 as against 11,081 in 1922. Adding seven Catholic independent non-subsidized institutions where superior education is given with their total of 392 students we have 12,435 in superior institutions in Quebec in 1923.

Expenditure.—The expenditure on all institutions in 1922 was \$23,972,197 of which \$2,604,409 was contributed by the government, \$11,758,793 was raised by annual assessment, \$907,763 by special assessment, \$520,498 by monthly contributions (a fee is exacted from every child between the ages of 7 and 13 inclusive unless this fee has been abolished by a resolution of a board of commissioners or trustees)¹ and \$8,180,734 by contributions of independent subsidized institutions.

¹ This fee has been abolished in Montreal and certain other municipalities.

ONTARIO

Summary of all Educational Institutions.—During the school year last reported (calendar year 1922 for public and separate schools; school year 1922-23 for other schools), the total number attending educational institutions in Ontario was 741,508. Of this number 512,939 were enrolled in 6,289 public schools (including 443 enrolled in 5 Protestant separate schools); 88,546 in 656 Roman Catholic separate schools; 8,777 in 181 continuation schools; 26,493 in 49 collegiate institutes; 18,138 in 126 high schools; 2,263 in 21 night elementary schools; 1,709 in 9 night high schools; 6,987 full time pupils in 16 day vocational schools; 574 part time pupils in the same schools; 1,427 special pupils in the same schools; 33,511 pupils in 51 evening vocational schools; 129 pupil teachers in 4 autumn model schools; 255 pupils teachers in 5 summer model schools; 2,429 in normal schools; 173 in the school for the blind at Brantford; 292 in the school for the deaf at Belleville; 18,386 in 7 universities and 14 affiliated and professional colleges; 6,475 in 38 private elementary and secondary schools reporting; 8,149 in 59 private business colleges reporting; and 3,856 in 9 Indian schools. This total of 741,508 corresponds to a total of 719,870 during the previous year.

Elementary and Secondary Day Schools.—(Public, Separate and Secondary Day Schools). Of the 512,939 public school pupils, 220,241 were in rural schools; 194,964 were in city schools; 73,677 in town schools and 24,057 in village schools. Of the 88,546 in Roman Catholic separate schools, 20,845 were in rural schools; 42,974 in city schools; 22,863 in town schools and 1,864 in village schools. Thus, in what might be termed elementary schools in Ontario (that is in contradistinction to organized secondary schools) there were 241,086 in rural schools; 237,938 in city schools; 96,540 in town schools and 25,921 in village schools.

Average Daily Attendance.—The average daily attendance in elementary schools during the year was 425,018; in continuation schools 7,234; in high schools and collegiate institutes, 37,821; and in vocational full time classes 5,518; the total average daily attendance being 475,591. This represents an increase of 24,935 or 56 per cent over that of the previous year. The distribution of these increases may be seen as follows:

	Average Attendance, 1921-22			Increase over Previous Year			Per Cent of Increase		
	Public	Separate	Total	Public	Separate	Total	Public	Separate	Total
Rural.....	142,232	13,981	156,213	4,627	688	5,315	3.4	5.2	3.5
City.....	145,832	32,808	178,640	7,372	2,377	9,749	5.3	7.8	5.8
Town.....	54,542	16,719	71,261	2,126	1,612	3,738	4.0	10.7	5.6
Village.....	17,515	1,389	18,904	250	141	393	1.5	11.3	2.1
Total.....	360,121	64,897	425,018	14,375	4,188	19,913	4.1	6.9	4.7
Continuation schools.....			7,234			925			14.7
Collegiates and high schools.....			37,820			3,558			10.4
Vocational (full time).....			5,518			1,258			29.5
Grand Total.....			475,590			24,934			5.6

During 1923 attendance officers were appointed in all the municipalities of the province, 845 having been named by township councils, 398 by urban school boards, 61 by boards in territories without municipal organization and 1 by a county council. In each of the 37 urban municipalities the Separate and Public School Boards chose the same individual. The percentage of enrolment in average daily attendance in all schools (72) is a record. Table 5 showing attendance by months, ages, and rural and urban communities helps to interpret this percentage figure. It is noticeable that in the nine months immediately preceding June 1, 1921, 94 per cent of the children 7 to 14 inclusive at school for any period attended upward of 7 months. It is also noticeable that 91.9 per cent of the population at these ages were at school and that only 13.6 per cent of the population at 7 to 14 failed to attend a period of over 7 months. At the ages of 5 to 19 years inclusive, over 90 per cent of those at school attended for a period of over 7 months. Of the 49,549 attending at the ages of 5 and 6 years only 68 per cent attended this period. At the age of 7 years they had reached what was practically the maximum regularity for all ages, 90 per cent of those at school having attended from 7 to 9 months, a maximum which remains fairly steady up to the age of 19 years. It is also noticeable that the minimum age for compulsory attendance, 8 years, raised the percentage at school for any period only from 86.4 at 7 years to 93.4 at 8 years. In 1911 the percentage of those at school at the age of 7 to 14 who attended 7 to 9 months was 88; the percentage of the population at these ages who attended this period was 74; the percentage between the ages of 5 and 20 of the pupils attending this period was 85; the percentage between the ages of 5 and 6 was less than 50.

Age-Grade-Sex Distribution.—During the year statistics of distribution by age, grade and sex were compiled by the department for both elementary and secondary schools and for rural, city, town and village, both public and separate. These statistics are reproduced in this report in sections 3, 4, 5 and 6. A comparison between rural and urban schools should not be made without taking into consideration the statistics of secondary schools which are given in section 4. The statistics of secondary schools, however, are as on June 30, 1923, while those of elementary schools are for the calendar year 1922, so that the ages in the two grades of schools are not exactly comparable.

Secondary Education.—Secondary education should not be confused with secondary schools. Table 62 on page 42 shows that there were in attendance in secondary grades in Ontario during the calendar year 1922, 9,060 pupils in public and separate schools, of whom 4,087 were in cities, 56 in towns, 314 in villages and 4,403 in rural schools. These were all in addition to the pupils in secondary schools which now exist under four names: continuation schools, providing facilities for secondary education to village and rural pupils; high schools; collegiate institutes; and day technical schools. In all institutions offering secondary education, then, there were 69,455 pupils, of whom 9,060 were in graded or ungraded "elementary" schools; 26,493 in collegiate institutes; 18,138 in high schools, 8,777 in continuation schools, and 6,987 in full time classes of day technical schools. This corresponds to 60,214 in the previous year. The secondary grade pupils in elementary schools are called fifth class pupils. There are in existence special organizations called fifth classes to the number of 156 with an enrolment in 1922-23 of 1,643 pupils. The fifth class includes the work of Grades IX and X and corresponds to the lower form of secondary schools. Except perhaps in cities it eventually evolves into a continuation school, then into a high school and finally into a collegiate institute according to the growth of the centre in which it is established.

Among the factors contributing to the general increase in enrolment in secondary schools, special mention should be made of the continuation schools. In 1923 there were 14 of these schools open for the first time. The continuation schools are divided into three classes; "C," one teacher schools (that is one teacher devoting full time to high school work or one full time and one part time teacher); "B," two teacher schools; "A," three or more teacher schools.

Of the 8,777 pupils in continuation schools in 1922-23, 4,690 or nearly 54 per cent were children the head of whose families were occupied as agriculturalists; 1,051 were from the trades, 993 from commerce, 870 from labouring occupations and 284 from professions. This shows that the continuation school functions to a great extent as a rural secondary school. Table 70 shows the proportion of children from the different occupations in all secondary schools.

The year 1922-23 saw considerable expansion in secondary education in Ontario, manifested by increase in enrolment, teachers and salaries. There was also a marked increase in the proportion of teachers with university degrees and specialist standing, and in the number of secondary schools raised from a lower to a higher status. During the year new regulations were issued for the conduct of examinations for admission to high schools, wider power having been conferred on local boards for determining the results. The new programme of studies which has now been in operation for over three years is evidently giving satisfaction. Its intention was to shorten the high school course by one year, to relieve over pressure and to lessen the burden of examinations. According to the report of high school inspectors, it has had the result of retaining in the schools for upper school work many pupils who under the former system would have left school after completing the Middle School course. No pupils of the Lower or Middle school may carry more than eight subjects in any year. The course has been simplified in both the Lower and Middle school. In the Lower school eight subjects which under the former system were carried for two years, are now carried for only one year each. In the Middle School the Ancient and the Modern languages are the only subjects carried for more than one year. The examination has also been simplified. Under the former system every candidate for admission to Normal school or the University was required to pass examination on eight or twelve papers, at one time; now he receives credit for each paper on which he passes. A provision for granting a graduation diploma to every pupil passing a satisfactory examination on twelve papers had the effect of enormously increasing the number of candidates writing in the Lower school subjects. As a result was initiated the practice of excusing from this examination all candidates who in the opinion of their teachers were absolutely sure to pass and to grant them certificates on the recommendation of the principal. Under this plan only those candidates who were doubtful of passing were required to write at the departmental examinations. This plan was just tried in the examination of 1923 and proved satisfactory.

Teachers.—The number of teachers in day schools during the year was 16,952, of whom 12,914 were in public schools; 1,958 in Roman Catholic separate schools; 1,420 in collegiate institutes and high schools; 323 in continuation schools and 337 in day vocational schools.

Teacher-training.—The training of teachers in Ontario is organized under a director of professional training. His sphere includes the college of education with an enrolment of 299 students; 7 normal schools with an enrolment of 1,975 students; and 13 model schools with an enrolment of 686 including 30 extra-mural students.

The year 1923 saw an increase of 50 in the enrolment at the college of Education, and of 600 in that of the Normal Schools.

Rural Schools Organization and Consolidation.—(See table 81.) As shown above and on page 53, during the calendar year 1922 there were 241,086 pupils in rural schools in Ontario. These were accommodated in 5,957 schools with 7,034 teachers, 777 male and 6,267 female. Of the schools 4,971 were one-room schools. Of all the rural schools, 399 had school medical inspection; 91 nurse with medical inspection; 262 inspection by nurses only; and 72 dental inspection. The nurse inspection was done by a staff of 64 nurses. In the matter of special subjects taught 56,615 pupils were instructed in agricultural subjects; 17,072 in manual training; 8,860 in household science and 232 in commercial subjects. There were 5,645 of the rural schools with libraries. The daily average attendance of these schools was 156,213 or 65 per cent of the enrolment as compared with 71.8 per cent in all public and separate schools.

Perhaps the most definite facts in comparison between rural and other schools is afforded by the figures of the Dominion Census of school attendance which are now available. It has been already pointed out that of all the children between the ages of 7 and 14 inclusive in Ontario 91.9 per cent attended school for some period and that of the latter 94.1 per cent attended between 7 and 9 months during the nine months immediately preceding June 1, 1921.

From the point of view of compulsory attendance laws it is necessary to take into consideration the ages of from 8 to 13 inclusive, or the age from which full attendance is required by the compulsory attendance act and the ages of 14 and 15, or the age at which attendance is required by the Adolescent Act, (bearing in mind that those not attending the full time during those two years are required to attend part time at 14 and 15). At the ages of from 8 to 13 there were 150,858 rural and 187,266 urban children. Of the rural children 140,663 or 93 per cent attended school and of these 130,285 or 93 per cent attended 7 to 9 months. Of the urban children 180,137 or 96 per cent attended school, of these 175,147 or 97 per cent attended 7 to 9 months; that is, over 93 per cent of all children 8 to 13 attended 7 to 9 months. In other words 14 per cent of the rural and 7 per cent of the urban children attended less than 7 to 9 months. At the ages of 14 and 15 years there were 47,133 in rural and 56,015 in urban communities. Of the rural children 28,542 or almost 66 per cent attended school, and of these again 25,107 or over 88 per cent attended 7 to 9 months. Of the urban children 40,374 or 72 per cent attended school and of these 38,725, or 96 per cent attended from 7 to 9 months. Thus 53 per cent of the children at 14 and 15 attended school for 7 to 9 months in rural and 69 per cent in urban communities as compared with 86 per cent and 93 per cent respectively between the ages of 8 and 13. Whatever inferiority in regularity is shown by the 14 and 15 year group might be accounted for by the part time pupils.

Comparing now the attendance at the ages of 5 and 6 years—in rural communities there were 54,588 children at these ages of whom 19,354 or 35.5 per cent attended school for some period and 10,416 or less than 53 per cent attended 7 to 9 months; in urban communities were 70,725 at these ages of whom 30,195 or 42.7 per cent attended school for some period; of these 22,956 or 76 per cent attended from 7 to 9 months. Presumably these do not include the children beginning school after the first of June. The compulsory attendance Act requires that if children begin school under the age of eight they shall attend regularly during the term in which attendance was commenced. Out of 12,392 at all ages in rural communities who attended school for less than 4 months, 8,876 were 7 years of age or under; and out of 6,136 at all ages in urban communities who attended less than 4 months, 4,528 were 7 years or under.

As may be seen in Table 82 there are now 29 consolidations in Ontario out of 76 original school sections. In these consolidations there were in 1923, 3,270 pupils in graded class-rooms and 91 in one-room schools. As already mentioned the Continuation Schools and Fifth classes serve rural communities with facilities for secondary education.

Agricultural, Industrial and Other Technical Education.—The various phases of vocational or prevocational and cultural work in the schools include the following activities: 1, elementary agricultural classes; 2, manual training and domestic science in the ordinary schools; 3, agricultural secondary schools; 4, industrial and technical education in vocational schools; 5, work of college grades in agriculture and applied science.

Elementary Agricultural Classes.—During the year there were 1,875 ungraded public schools and 84 ungraded separate schools with classes in agriculture. In the same year there were 261 graded public and 69 graded separate schools with classes in agriculture. The schools with classes in agriculture have increased from 4 in 1903 to 2,293 in 1923. Since 1915, the number of high schools qualifying for grants have increased from 11 without plots to 33 with 24 plots in 1923. The number of pupils taking agricultural work in public and separate schools in 1922 was 79,172; in the continuation schools 373; in the high schools and collegiate institutes 1,866. The school fair organizations, to the number of 7,510 in 1923, are directly under the charge of agricultural representatives, and co-operate with teachers and inspectors. Courses are provided at the Ontario Agricultural College covering two consecutive summers of five weeks each. These courses were introduced in 1913, and since 1914 186 teachers have qualified for intermediate certificates in agriculture, 22 of these qualifying in 1923. In the normal schools, teachers in training for first class and second class certificates receive regular instruction in methods and have some practical teaching in agriculture. Thirty schools are affiliated with the normal schools for this purpose. Summer courses at the Ontario Agricultural College in 1923 had 228 students of whom 4 were inspectors. In the same year 48 were in attendance at summer courses at Whitby Ladies' College, 11 at the Northern Academy at Monteith and 27 at the agricultural school at Kemptville.

Manual Training and Domestic Science.—This activity is carried out by a centre system. Rooms are equipped in some central school and children from other schools attend this centre at stated periods. In the larger schools the manual training and household science teachers take charge of their subjects throughout the whole school and spend their whole time with the pupils of one school. At present there is no provision made for qualifying manual training teachers other than that made in summer schools. Training classes were formerly held at Ontario Agricultural College. An experiment was initiated two years ago of holding classes on Saturdays throughout the year. Students taking these courses attend the summer school in Toronto and take Part II of the work, thus completing the course for the elementary certificate in one year. Household science teachers are trained at the College of Education and Macdonald Institute, Guelph. Students entering these classes are required to possess a second class teacher's certificate. Successful completion of these courses entitle the student to what is known as the "ordinary" certificate. A specialist's certificate in Household Science is obtained by a four-year university course. Of the 24 cities in the province there is only one that has not introduced manual training work and domestic science in the public and high schools or both; out of the 22 towns having a population of 5,000 or over, 9 have manual training and household science in their schools.

In all day schools except the vocational schools, there were 131,087 pupils taking manual training and 81,330 household science.

Industrial and Technical Education.—The activities in manual training, and household science discussed above are in addition to what is known in Ontario as industrial and technical education. The former courses are either included with the ordinary school courses or consist of regular or short summer courses given for the purpose of training teachers for the work in ordinary schools. On the other hand "Technical" education is carried on in a distinct system of schools called technical or vocational schools. The day vocational schools are co-ordinate with secondary schools. Pupils qualified to enter day high schools are admitted to full time day courses in commercial or technical high schools; pupils of at least fourth form standing are admitted to a general, special or part-time course in an industrial, a home-making or technical high school; workmen or work women employed during the day may be admitted to a vocational evening school if competent to receive instruction therein. The vocational day schools therefore, include all day technical work except (1) manual training and domestic science in the ordinary elementary schools and in the normal and agricultural schools; (2) agricultural work in the ordinary schools and in the agricultural high schools; (3) any kind of technical work, whether agricultural or industrial, above secondary grade. During the year 1922-23 there were in the 16 day vocational schools, 6,987 full time pupils, 4,309 of whom were admitted for the first time to secondary school. In 8 of these vocational day schools there were 988 part time day pupils. In 7 of the day vocational schools there were 1,427 special pupils. The subjects of instruction were ordinary academic high schools studies (English, History, etc.) and over 50 different kinds of practical vocational subjects. It should be noticed that among these were included house-keeping and commercial subjects. In 51 evening vocational schools there were 33,511 pupils. Among the interesting items of information given by the director of Technical Education is the fact that of the 33,511 evening pupils 21,895 were born in Canada; 9,024 in the British Isles; and 2,592 in other countries. The number of teachers employed were 286 full time and 51 part time teachers in day schools, and 1,097 teachers in evening schools.

The direction of vocational education includes also the training of teachers for vocational subjects. The third annual session of the Summer School for this purpose at Toronto, held from July 3 to August 4, 1923, had an enrolment of 33 first year and 13 second year men, and 77 first year and 41 second year women. The second year students consisted of those who had completed satisfactorily the work of the first year given in 1922. In addition to summer courses for teachers of practical subjects just mentioned, there was given a course of instruction in salesmanship open to high and continuation school teachers.

A step forward in the matter of co-operation between the school and industry in the training of apprentices has been taken in Hamilton where arrangements have been made with certain firms whereby the apprentices may attend the schools for four hours a week during the day or two hours a week during the evening.

The conditions under which the apprentices from one of the firms attend the Technical Institute are as follows

1. All apprentices taken on are to have an educational standard equivalent to High School Entrance standing;
2. All apprentices are to attend classes at the technical school for the required number of hours per week;
3. All apprentices are to be paid the regular rate of pay for the time in attendance at day school. Pay is to be deducted in the case of absence from school on the same basis as absence from work.
4. The Technical Institute is to submit a weekly absentee report to the Company.
5. All apprentices are required to write on an examination every six months, the examination to be set jointly by the Company and the school.
6. The results of the examination will be taken into consideration in fixing rates of pay.

7. The Company will pay the registration fees for the evening classes at which regular attendance is required, and non-attendance without reasonable excuse or permission, will be considered cause for dismissal.

8. The schedule of the work will be prepared jointly by the principal of the school and the representative of the company.

The Hamilton Technical Institute has had for some time a similar arrangement with the local branch of a typographical union. In Ottawa a co-operative scheme for making use of the technical school for the training of plumbers and steamfitters has been arranged. The City Inspection department makes use of the equipment of the school shop in conducting the examination for civic licenses. Certain other similar co-operative arrangements have also been made in Ottawa.

A new navigation school was opened at Midland in January, 1923, this being the third centre in the province in which day navigation schools are carried on during the winter.

Medical Inspection.—A school Health Division under a medical director reports the existence of some twenty units (with 2 commencing at the new year 1923, made up of a combination of rural and urban schools, for the purpose of employing a permanent school nurse. There were in 1922 in the province 63 centres equipped with full time school health service, employing in all six physicians, 12 dentists and 95 nurses.

Auxiliary Classes.—There are now in Ontario 96 auxiliary classes for physically and mentally defective children as against 74 in 1921. These do not include six adolescent auxiliary vocational classes recently established in Toronto for the training of very backward children over thirteen years of age—three for boys and three for girls.

These auxiliary classes consist of 74 training classes for very backward children; 2 promotion classes for backward children; 5 open air classes or Forest School for delicate, anaemic and undernourished children; 4 ambulance classes; 3 myopia classes; 1 lip-reading class and 9 other types such as hospital, sanitarium and institution classes. The teachers of ambulance classes go from home to home and the lip-reading class teachers visit a number of schools. A regulation has recently been approved which makes provision for the formation of a training class in any school area of which the whole part is rural and which contains 12 or more children who should be placed in a training class. Provision has also been made for the formation of training classes composed of 28 pupils and two teachers. The Department provides free surveys of all areas where school boards desire to establish training classes. Thirty-five teachers attended the Auxiliary Class Teachers' Summer School 1923, and paid their own expenses. The Toronto Auxiliary Class Teachers hold fully attended meetings each month after four o'clock for the study of auxiliary class work.

Higher Education.—Besides the State University of Toronto, and its federated universities, and one college in affiliation, there are 4 other universities and 14 colleges, all higher institutions having a net total of 15,027 university grade students.

Private Schools.—The number enrolled in elementary and secondary private schools was 6,475. The analysis of these institutions may be seen in Table 138. Tables of business colleges will be found on page 105.

School Support.—The expenditure on education during the year was \$41,416,804. Of this \$4,040,035 was contributed by the Government; \$20,915,594 was expended on teachers' salaries. The corresponding figures for 1922 for each item mentioned were as follows: the total expenditure was \$36,739,564; of this \$2,454,018 was contributed by the government; \$15,473,049 was expended on teachers' salaries. Full particulars of the receipts and expenditures may be seen, Table 113b.

MANITOBA

Summary of all Educational Institutions.—During the school year 1922-23 there were enrolled in all educational institutions in Manitoba 155,887. Of this number 142,369 were enrolled in state controlled elementary and secondary schools; 637 in schools for teacher training; 1,535 day pupils and 1,950 night pupils in vocational schools; 82 in the school for the deaf at Winnipeg; 32 Manitoba pupils in the school for the blind at Brantford, Ontario; 4,935 in the provincial university and various colleges; 1,840 in business colleges; 505 in private elementary and secondary schools; and 2,002 in Indian schools.

The accommodation for this enrolment was 1,982 elementary and secondary school buildings with 3,826 departments and 3,916 teachers; 5 normal schools with 19 teachers; vocational schools in 9 municipalities with 178 teachers; 1 school for the deaf at Winnipeg; a school for the blind situated at Brantford, Ontario, to which Manitoba pupils are sent by interprovincial arrangement; 1 industrial school for delinquents at Portage La Prairie; 1 provincial university with a teaching staff of 190; 2 affiliated colleges, (Brandon College being affiliated with McMaster University in Ontario and Wesley with Manitoba University); 2 theological colleges; 1 law school; and 1 agricultural college in affiliation with the provincial university, the combined number of colleges having a teaching staff of 100; 5 private business colleges reporting with a teaching staff of 32; 3 private elementary and secondary schools reporting with a teaching staff of 21; and 40 Indian schools. (See tables 1 and 2).

Public Elementary and Secondary Schools; Enrolment.—Of the 142,369 pupils enrolled in elementary schools, 129,566 were enrolled in elementary and 12,803 in secondary grades. The accommodation for these was as follows: over 3,000 elementary departments with 129,566 elementary grade pupils and about 1,626 secondary grade pupils; 95 intermediate school departments (that is schools having one teacher available for high school work) with 2,442 doing high school grade work; 40 high schools (schools with 2 teachers available for high school work) with 80 departments for high school work, and 2,232 pupils in high school grades; 8 junior high schools (schools doing work of grades VII, VIII and IX) with 1,248 doing junior high school work; 8 collegiate departments (schools with 3 teachers available for high school work thus having 24 teachers teaching high school work) with 564 pupils doing high school work; and 11 collegiate institutes (4 or more teachers available for high school work) with 4,684 pupils doing work of the high school grades.

The increase in enrolment over the previous year was 5,493 or over 4 p.c. The number in secondary grades has increased 47 p.c. since 1921. (For increase from year to year in enrolment see table 9).

Average Attendance.—The number of pupils in average daily attendance during the year was 97,315, an increase of 1,882 or 1.09 p.c. over the previous year. The average attendance in Manitoba was 69.4 p.c. of the enrolment, or about the same as in 1922. As average attendance is of paramount importance in educational progress, it is worth while studying the table on page 8 giving the attendance in different provinces by periods in order to see the components which enter into school attendance in the different provinces and in the different years.

Mention has been made on several occasions in previous reports of the belief that figures of average attendance understate the real regularity of the pupils for the reason that a considerable number of pupils change residence and are enrolled more than once in the same year; so that a pupil who after attending say 59 days in one school leaves this school and attends at another for say, 120 days, has really attended 179 days in the year; but he is counted as two pupils each with a short period of attendance to his credit; Statistics are now available for Manitoba showing the attendance of pupils who have left the district during the year, also of the remainder of the pupils. These statistics may be seen on Table 8 and may be considered as confirming what has been so frequently pointed out. The pupils leaving the district during the year would seem to form about 10 p.c. of the total enrolment and attended on an average 47 days; the remainder of the pupils attended on an average about 150 days.

The Dominion Census of 1921 shows that between the ages of 7 and 14 inclusive there were 110,028 children in Manitoba of whom 99,548 or 90.3 per cent attended school for some period. Of these 89,068 or 89.5 per cent attended between 7 and 9 months during the 9 months immediately preceding the first of June, 1921. Of all children between the ages of 7 and 14, therefore 80.8 per cent attended upward of 7 months. In 1911, out of the total number of children between the age of 7 and 14, namely 71,579, 74.6 per cent attended school for some period. Of these 82.7 per cent attended 7 to 9 months; thus 61.7 per cent of the population at this age attended 7 to 9 months; that is 39.3 per cent failed to attend 7 months as compared with 19.2 per cent in 1921. The percentages of the population attending school for any period by single years of age were as follows:

	7	8	9	10	11	12	13	14	15-17
1921.....	81.1	90.8	93.6	95.4	95.5	94.6	92.1	80.8	40
1911.....	63.2	74.1	79.2	78.6	81.6	79.3	76.7	66.5	33

Thus it will be seen that there was a larger percentage in 1921 at 14 years than in 1911 at 12 years.

Comparing now the efficiency of attendance as measured by the proportion attending more than 7 months, the percentages of the population 7 to 14 attending 7 to 9 months in 1921 and 1911 were as follows:

	7	8	9	10	11	12	13	14	15-17
1921.....	66.2	80.4	84.8	87.0	87.1	86.8	84.2	71.1	35.0
1911.....	46.8	60.1	66.5	66.3	69.6	68.0	65.6	54.6	25.9

Thus there was a large proportion receiving what might be considered an adequate year's school training at 14 years in 1921 than at the age of maximum attendance in 1911, namely at 11 years of age. The improvement shown by these figures should be reflected by the grade at school and the proportion in secondary and higher grades.

Among the factors contributing to this improvement compulsory attendance laws hold an important place. The limit set by these may be seen in the introductory matter on page VIII. There are now 205 districts employing attendance officers, an increase of 11 since last report.

Age—Grade—Sex.—The comparative distribution for 1922-23 in cities large graded, small graded, ungraded and consolidated schools, also by sex will be found on Tables 21 and 37-40. In view of what has been just pointed out in connection with regularity of attendance and long attendance at school, it would seem desirable to draw a comparison between the grade distribution during the period around 1921 and that around 1911. In 1912 only 14.7 p.c. of the pupils enrolled were in advance of grade VI; in 1923 there were 20 per cent in advance of this grade, without considering the day technical pupils who would bring the percentage to about 21. These figures do not mean much in themselves, as 21 per cent above grade VI certainly does not mean that only this percentage of the children who go to school advance beyond this grade. It should, however, mean roughly that unless there was a much larger proportion of children at the earlier ages, and for this reason in the earlier grades in 1912 than in 1923, (which was not the case) the proportion reaching the higher grade has increased more than 40 per cent since 1912. This conclusion seems to be confirmed by a further consideration: it is clear from the figure quoted above in connection with average attendance that the average child remained at school in 1921 at least two years longer than in 1911. Even without considering the improved regularity in attendance in the ten years, which was still more marked, there is no doubt that these two years meant two grades. Now from the table of age and grade it will be seen that the average grade at the age of 14 years is between grade VII and Grade VIII so that the average child at present seems to have reached as far as completing at least a year in Grade VII before leaving school. In 1911 this average child apparently reached no further than a year in Grade V, so that the advance of two grades on this in 1921 would mean an improvement of 40 p.c. Now to raise the general level from Grade V to Grade VII or VIII is an accomplishment, the full significance of which is difficult to realize. Grade V is only a few steps beyond illiteracy; the knowledge acquired in Grade VII and VIII satisfies the minimum requirements for admission to technical or agricultural schools and to business schools; and enables the child to read good books and magazines, by which he can further improve his knowledge. This could hardly be true of one leaving Grade V, unless, of course the child was superior mentally and had been prevented from remaining in school merely by adverse circumstances.

Secondary Education.—As already mentioned, the pupils in secondary grades are accommodated in elementary, intermediate and high schools, collegiate departments and collegiate institutes. Thus out of 12,803 pupils in secondary grades, about 1,626 were accommodated in elementary schools, and 11,170 in secondary schools which vary from intermediate schools with one teacher available for high school work to collegiate institutes with at least four teachers available for high school work.

It has already been mentioned that the number of pupils in secondary grade has advanced nearly 50 per cent during the last two years. This is clearly one of the fruits of the raising of the general level within the last ten years which has just been discussed.

Teachers.—The number of teachers during the year was 3,936. The proportion of male to female seems to be increasing fairly rapidly. In 1916 it was 1 to 5.1; in 1917 1 to 4.7; in 1918 1 to 4.9; in 1920 1 to 4.2; in 1921 1 to 3.7; in 1922 1 to 3.2 and in 1923 1 to 2.8. First and second class teachers have increased from 1,871 in 1916 to 2,754 in 1923, while permit teachers have practically disappeared. Attention should be called to the fact that a Third Class certificate in Manitoba now (since 1916) requires a grade XI academic standing, the difference between a Third and Second Class standing being merely a matter of length of professional training (see folder giving conditions under which teachers' certificates are granted opposite page 65). A Departmental Teachers' bureau has been in operation since 1914-15.

Teachers in Training.—As may be seen in table 111, giving statistics of Normal schools, there were 637 in the five training schools in Manitoba during the year. Of these 101 were first class or graduate first class; 369 were second class; 172 were third class. The number on the training staff in these schools was 19.

The Manitoba Teachers' Summer School held in the Agricultural College—from July 4 to August 12 had an enrolment of 355 of whom 98 took a course in Grade XII Science; 30 in Grade XII mathematics; 58 in professional work; 50 in primary methods; 32 in intermediate methods and the remainder in various subjects including manual training and domestic science.

Rural Schools. Rural schools in Manitoba consist of: (1) ordinary one room school district under a three trustee board; (2) the municipal district; (3) the consolidated district; and (4) rural graded schools not included in consolidated and municipal districts. In 1922 there was in existence one municipal district with 4 graded and 2 ungraded schools, and 446 pupils, 414 of whom were in graded class rooms; these were transported where necessary. There were 110 consolidations; of this number 104 operated graded schools, the number of pupils being 14,670 of whom 14,607 were in graded class rooms. Other rural graded schools existed to the number of 134 with 13,592 pupils. The regularity of attendance in the municipal districts and consolidations alone is a justification of their existence.

On point of attendance the Dominion Census of 1921 furnishes a means of comparison between rural and urban schools.

Of the 67,362 children between the ages of 7 and 14 inclusive in rural communities, 55,082 or 81.8 per cent, attended for some period while 48,825 or 88.7 per cent of those attending school were in school from 7 to 9 months; also 72.5 of the population from 7 to 14 attended from 7 to

9 months. Of the 43,382 at the same ages in urban centres 41,561 or 95.5 per cent were in school for some period; and of these 40,243 or 96.8 per cent attended 7 to 9 months, also 92.3 per cent of the children between 7 and 14 attended 7 to 9 months. The proportion of children at this age who attended less than 7 months, therefore, was 27.5 per cent in rural communities as compared with 7.7 per cent in urban communities. The corresponding figures for 1911 were 45.5 per cent in rural and 21.5 per cent in urban communities. A comparison by single years may be made as follows:—

PER CENT OF THE POPULATION AT THE AGE SPECIFIED ATTENDING SCHOOL FOR ANY PERIOD, 1921

	6	7	8	9	10	11	12	13	14
Rural.....	41.4	73.9	87.1	91.5	93.7	92.3	89.0	74.1	52.0
Urban.....	60.9	92.3	96.4	97.9	98.2	98.1	97.0	89.5	69.6

PER CENT OF THE POPULATION AT THE AGE SPECIFIED ATTENDING 7 TO 9 MONTHS

	21.0	54.0	72.0	78.5	81.4	82.0	80.8	77.0	61.4	42.0
Rural.....	21.0	54.0	72.0	78.5	81.4	82.0	80.8	77.0	61.4	42.0
Urban.....	40.0	85.0	93.0	94.7	95.8	96.5	96.2	95.4	87.0	66.2

Technical Education. The Statistics of Technical and Agricultural education in Manitoba are given in Tables 85 and 88. An agricultural course is in this province included under the general heading technical education. A six weeks' summer course in home economics, for students of schools in which no provisions have been made for the teaching of home economics, has been organized so that any student in the province has an opportunity of taking the option. Boys' and Girls' clubs and school fairs continue to gain in influence. Their number is to be seen in Table 85. A teacher-training class for vocational teachers was in operation during the year with an enrolment of 40 teachers. A summer school in technical work had an enrolment of approximately 450 students in 1923.

Medical Inspection.—The work of medical inspection in schools in Manitoba is shown in Table 91, and the foot notes to this table. The school for the Deaf had an enrolment of 164 of whom 82 were from Manitoba, 46 were from Saskatchewan and 36 from Alberta. The first convention of the Western Canada Association of the Deaf was held at the school at the close of the session in June. By arrangement with Ontario the blind of Manitoba are educated at Brantford, Ontario, which school during the year 1923 had 32 blind children from Manitoba. The delinquents are cared for in the Industrial school at Portage la Prairie which in 1922 had 98 boys.

Special Classes.—The statistics of special classes are to be found in Table 99.

Schools Support.—The expenditure on education during the year was \$12,999,254. Of this \$1,011,048 was contributed by the government and \$11,988,206 by ratepayers, etc.; \$5,058,292 was expended on teachers' salaries. The corresponding figures for 1922 were as follows: total expenditure \$13,564,824; amount contributed by the government, \$1,058,292; by ratepayers, etc., \$12,506,532; while \$5,016,903 was expended on teachers' salaries. Full particulars of the receipts and expenditure may be seen in Table 113b.

SASKATCHEWAN

Summary of Attendance in all Schools.—During the school year 1922-23 there were enrolled in all educational institutions, 204,633. Of this number 187,968 were enrolled in public and separate elementary and continuation schools; 6,345 in high schools or collegiate institutes; 2,361 in agricultural and technical schools under college grade; 1,571 in teacher training institutes; 46 in the school for the Deaf at Winnipeg; 22 in the school for the Blind at Brantford, Ontario; 1,489 in universities and colleges; 676 in private business colleges; 2,656 in private elementary and secondary schools; and 1,499 in Indian schools. In Saskatchewan universities and colleges there were 176 students from other provinces while in universities and colleges in Canada outside of Saskatchewan there were 693 residents of Saskatchewan.

Publicly Controlled Elementary and Secondary Schools.—The 194,313 enrolled in publicly controlled elementary and secondary schools were distributed among the various types of schools as follows: 111,474 in rural schools; 22,385 in city schools; 21,094 in town schools; 33,015 in village schools; 6,345 in high schools and collegiate institutes. (See table 2, page 9.)

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Average Attendance.—The average daily attendance in 1923 in public and separate schools was 125,823, and in secondary schools 5,044 or a total of 130,917, as against 119,042 in 1922. The average attendance formed 67 per cent of the total enrolment as against 65 in 1922 and 64 in 1921. For the interpretation of this improvement from year to year in the percentage of attendance it is now possible to use the Dominion Census of 1921. It happens that out of the 139,640 children between the ages of 7 and 14 inclusive (the compulsory age limits), 124,071 or 88·9 per cent were at school for some period. Of these 93,609 or 75·5 per cent were in school between 7 and 9 months during the 9 months immediately preceding June 1, 1921. Also, of the total number of children at this age 67 per cent attended school 7 to 9 months.

Comparing this with the figures of the Census of 1911 it happens that at the same ages 66·7 per cent were at school for some period, of whom 65·6 per cent attended 7 to 9 months. Also, of the total population between 7 and 14 years, 43·8 per cent attended 7 to 9 months. Thus 56·2 per cent of the population 7 to 14 attended less than 7 months in 1911 as compared with 33 per cent in 1921.

Comparing the figures for single years of age, the percentages attending for any period in 1911 to 1921 were as follows:

	6	7	8	9	10	11	12	13	14
1911.....	31·3	53·9	65·7	71·5	71·7	75·0	72·3	68·7	57·7
1921.....	44·5	70·4	89·8	92·6	93·8	94·5	93·9	91·5	76·2

Comparing the figures from the point of view of the regularity of those attending, the percentages of the population at each age attending 7 to 9 months were as follows:

	6	7	8	9	10	11	12	13	14
1911.....	15·2	32·0	42·7	47·2	48·3	51·3	49·4	44·8	37·2
1921.....	21·2	52·2	66·5	71·3	72·4	74·0	73·3	72·9	57·1

The above figures show that from the point of view of the proportion of the population attending school for any period and that of the proportion attending 7 to 9 months, the age of 14 in 1921 had a higher percentage than any age in 1911. They would seem to show that practically all who attended school at all are still there at the age of 13. At this age the improvement over 1911 in the proportion 7 to 9 months at school is seen to be 63 p. c. However, this does not express the full extent of the improvement as it is clear that those who were actually at school in 1921 were showing better attendance at every age than in 1911. The proportion of those actually at school who attended 7 to 9 months are shown by the following percentages:

	6	7	8	9	10	11	12	13	14
1911.....	48·5	60·0	65·0	66·0	67·4	68·4	68·3	65·2	64·5
1921.....	47·6	65·8	74·0	77·0	77·2	78·3	78·1	79·7	76·2

Now if 7 to 9 months be taken as a full year, or at least as an adequate year's attendance, it would seem that of the children who were actually at school at the age of 13 in 1921, almost twice as many had attended full time since the age of 8 as of the children who were at school at the same age in 1911. As 33 per cent more of the population at 13 years were at school in 1921 than in 1911, it follows that during the decade the effectiveness of the schools in reaching the population of school age had increased between two and three times.

Astounding as this estimate may appear it is probably too conservative, and from the increase in percentage of attendance as reported by the Minister of Education since 1921 the improvement is still going on. The problem with which the province was faced in 1911 consisted not only of enforcing attendance but of providing accommodation. This was done as soon as a new settlement had a minimum number of children. The rate at which accommodation had to be provided may be judged from the fact that in 1911 there were 2,538 class rooms in operation; while in 1921 there were 5,791.

Grade, Age and Sex.—The improvement in school attendance just discussed should be reflected in the standing at school as indicated by the grade at each age. The province has for three years furnished a complete record of this standing, while a survey was also made in 1916. There is little doubt that the standing at school is directly proportional to regularity of attendance. It is impossible to calculate the effect of the improved school attendance on this province except by means of an elaborate record of this kind extending over a period of years. It is clear that the proportion between the number in the higher and the lower grades mean nothing in a province where new children have been coming in at such a rate that children 7 to 14 have increased from 48,000 in 1911 to 124,000 in 1921. The tables in sections 2, 3 and 4 show the standing by ages in rural and urban communities. It is probable, however, that progress during the decade is best shown by the Census of illiteracy. As illiteracy in 1911 was shown for the population 5 years and over, the comparison between 1911 and 1921 fails to do full justice to the progress made. The best illustration may be the improvement in the case of the foreign born at different age periods. The percentage illiterate of these between 10 and 14 years in 1921 was 2.2 per cent; between 15 and 20 it was 6.3 per cent; between 21 and 34 it was 12.4 per cent; between 35 and 64 it was 21 per cent. In other words, it has been roughly halving in five year periods.

Secondary Education.—The number of pupils in high school grades reported during the year was 13,547. Of these 5,738 were enrolled in high schools and collegiate institutes; 1,476 were enrolled in rural schools; 3,554 were enrolled in village schools; 2,779 in town schools over and above the town school pupils accommodated in organized high schools and collegiate institutes. The enrolment in high school grades in 1923 showed an increase of 2,837 or about 27 per cent over that of 1922.

Large as was the rate of increase between 1922 and 1923, it is doubtful if it should be attributed to any peculiarity of the year in question, but rather to a normal growth which was to be expected in view of what has already been said in connection with school attendance. The decade between 1911 and 1921 saw a remarkable raising of the general level of the standing of children of elementary school age. The number of pupils in Grade VIII, that is, the last elementary grade, in 1911 was 3,062 or about 4 per cent of the total school enrolment; in 1923 it was 12,893 or nearly 9 per cent. In 1921 it was 10,937 or a little over 6 per cent. If the age of 14 be taken as the average age for grade VIII the Grade VIII of 1911 formed about 37 per cent of the population at that age; in 1923 it formed about 75 per cent of the population at that age. Grades IX, X and XI together in 1911 formed $12\frac{1}{2}$ per cent of the ages of 15, 16 and 17; the same grades in 1923 formed more than 30 per cent of these ages. The raising of the general level of the elementary grades was the principal task of the decade, and now as one of its results is showing a large increase in high school enrolment. It is quite to be expected, unless there is some set back, that a very few years will see the high school enrolment reach the 20,000 mark. The number in secondary grades just mentioned does not include the pupils in day technical schools and the pupils of secondary grade in private schools which pupils would raise the number in high school grades in the province to considerably over 14,000, as compared with something over 3,000 in 1911.

A matter to be emphasized especially to other than Canadians is the fact that while secondary institutions so named (high schools' and collegiate institutes) exist to the number of 21. They represent opportunity for a better training in secondary course and not a separate system of education. In Saskatchewan as well as in most other provinces, there is no real break between the elementary and secondary schools.

Although the secondary institutions present special opportunity for completing a system of education which is really without break from Kindergarten to the first university year, it should be emphasized that a great deal of the secondary work is done in continuation schools which are not called high schools. These continuation schools are to be found in nearly all villages and towns which have not high schools or collegiate institutes. Any graded school—and for that matter, ungraded school—undertakes high school work if the teacher is sufficiently qualified, and in graded schools in villages and smaller towns, the principal, who is generally either a University graduate or holder of a first class certificate, teaches the high school grades. The province encourages this continuation work by providing a grant to "elementary" schools maintaining departments exclusively for pupils above Grade VII. Of the 13,547 pupils enrolled in Secondary Grade 5,736 were in high schools and Collegiate Institutes, 5,647 in 210 schools where rooms were maintained exclusively for pupils above Grade VII and 2,164 were in 711 other schools in the province. Secondary education was provided in 933 communities in the province. This has resulted in an increasing number of well conducted continuation schools with principalships offering salaries of \$2,000 to \$3,000 a year. As a further link between elementary and secondary education it should be noticed that in some collegiate institutes Grade VIII is taught in addition to the High School Grades.

Teachers.—The number of teachers in 1923 was 7,693—2,091 males and 5,602 females. Of these 1,462 males and 3,598 females were in rural schools; 516 males and 1,921 females were in urban elementary schools; and 113 males and 83 females were in high schools and collegiate institutes. The classification and salaries of these may be seen in table 109.

Teacher Training.—The number of teachers in training during the year 1923 was 1,571. Of these 230 were training for first class certificates; 436 for second and 905 for third class. The two regular normal schools are situated at Regina and Saskatoon.

Rural Schools.—During the calendar year 1920, ten large or consolidated school districts were organized of which 2 were disorganized in 1921, 3 new ones being established. In 1923 1 consolidated school was established making 39 consolidations or "large" school districts, of which 35 were graded and 4 ungraded. The number of classrooms was 113, and of the pupils 4,187, of whom 4,031 were in graded classrooms. The average attendance was 3,004 or over 70 per cent of the enrolment. Of the pupils 1,954 were conveyed. In connection with the schools about 30 school gardens were operated. It should be noticed that these consolidations are of a somewhat different type from the ordinary consolidations. Some of them may be originally organized as "large districts" and not as amalgamation of small districts. The area of existing districts ranges from $38\frac{1}{2}$ square miles to 76 square miles. In addition to these consolidations were several rural graded schools. There were 111,474 pupils in all rural schools in 1923. The average attendance was 70,480 or 63 per cent of the enrolment. The other activities for furthering rural education can be better discussed in connection with agricultural education, and especially with tables 81 and 85. The census of 1911 and 1921 show the following improvement in the attendance in rural communities in Saskatchewan.

In 1921 out of 101,814 in rural communities at the ages of 7 to 14 years, 88,106 or 86.5 per cent attended school for some period. Of these 59,296 or 67.2 per cent attended 7 to 9 months during the nine months immediately preceding June 1, 1921. Also 58.2 per cent of the population at this age attended 7 to 9 months. In 1911, out of 64,069 at the same ages, 65 per cent attended school for some period. Of these 61.3 per cent attended from 7 to 9 months, also 39.8 per cent of the population at these ages attended 7 to 9 months. Thus in 1911, 60.2 per cent of the population 7 to 14 years attended less than 7 months as compared with 41.8 per cent in 1921. One of the most marked differences in attendance between rural and urban schools is at the age of 5 and 6 years. Of those attending school at 6 in rural schools, only 38 per cent attended 7 to 9 months; in urban schools at the same age 68 per cent attended this period. However, the latter was very low considering that of those at school at the age of 7 about 90 per cent attended 7 to 9 months. Of the 1,302 at school at 5 years of age, less than 27 per cent attended 7 to 9 months, while 50 per cent attended less than 4 months, and over 30 per cent at the age of 6 attended less than 4 months. Of the 9,795 rural children 5 to 14 years attending less than 4 months, 5,035 were under 8 years of age and of the 1,606 urban children attending this period, 1,484 were under 8 years of age. The percentage of attendance for the whole province was reduced three points by the short attendance of the 12,036 pupils at the ages of 5 and 6 years, without taking into account the effect of such young children as commenced school after June 1, and thus attended only one month.

Technical Education.—As already discussed in connection with Manitoba, technical education includes vocational and prevocational work proper and also the activities for cultural purposes in agricultural and manual training carried on in elementary schools. For Statistics see Table 88.

School agriculture is carried on under a director in charge of the School Agricultural Branch of the Department of Education. The work includes the activities of such organizations as: (1) Rural School Associations; (2) School Exhibitions; (3) Boys' and Girls' Clubs; (4) Better Farming Trains; (5) Teacher Training in Agriculture; (6) Lantern Lectures; and (7) Circulars. The Rural Education Associations may be considered as a parent or covering organization in relation to the other activities. These are organized under a board of directors consisting of officers of the association representative of associated schools and affiliated organizations. This board consists of a president and secretary-treasurer and 4 vice-presidents in charge of special fields as follows: (1) chairman of school exhibition department; (2) chairman of Boys' and Girls' Clubs department; (3) chairman of play and athletic department and (4) chairman of community programme department. During the year 1922 the total in good standing was 181 (eleven new associations having been formed and 14 having ceased to exist during the year) as compared with 153 in 1921, and 118, 83, 57 and 38 in each of the five years previous. The activities of the association in 1922 were as follows: 206 school exhibitions and 54 boys' and girls' clubs; the project of the clubs included calf, sheep, pig and poultry raising, gardening, canning, stock judging and other projects including manual training, sewing, etc. Besides these there were activities in farm boys' corps and preparatory short courses in tree planting. "Better Farming Train" ran over the Canadian Pacific Railway lines in the southern part of the province. This train in 1922 stopped at 62 centres and a total attendance of 13,881 pupils was registered. A course of lectures on school agriculture was given at the local sessions for teacher training and the provincial normal schools. A lantern slide library is in existence, and during 1921, ninety-three organizations were supplied, 241 loans were made, and 432 lectures given to an audience of 17,108 children and 12,479 adults. Eight circuits consisting of four or more points each were organized. The Household Science Branch of the Department of Education reported three new developments in 1921, viz., evening vocational classes, canning clubs and nutrition work in elementary schools. The evening classes in 1921, amounting to the number of 28, were held at four centres, with an enrolment of 348 and twenty teachers. In 1922 the third class normal sessions were included in the itinerary of the household science staff. The canning clubs consist of demonstration to, and teaching of members of Boys' and Girls' clubs. The nutrition work in connection with domestic science consists of instruction as to standards of health (weight, etc.) and how these may be attained or promoted by proper cooking, etc. The domestic science officials spend a part of the summer in visiting rural schools, 112 schools having been visited in 1922, and are active in connection with school fairs, conventions and short courses. These courses are offered by itinerant teachers. In 1919 15 of such short courses were given, 24 in 1920, 27 in 1921 and

15 in 1922. In 1922, 3209, pupils were in attendance. Teacher training courses are held at the teacher training institutes, and a one year course in household science is held at the university for the purpose of training itinerant teachers. A summer school for teachers held at the university in July is also operating in connection with this work.

During 1923 six new associations were formed, one that had lapsed was reorganized and twenty six ceased to exist leaving a total of 162 in operation at the close of the year. School fairs numbered 162. There were 33 clubs, with 78 branches and a membership of 1,892.

Medical Inspection.—During the year, under a provincial director of School Hygiene, 13 nurses were engaged in the work. There were 45,737 pupils examined and 31,864 recommended for treatment, while 11,440 were treated by the various staffs.

Special Classes.—To date there is one special class for pupils physically defective, 2 for mentally subnormal pupils and one for retarded but not necessary subnormal pupils. The last has 20 pupils. (See table 99, page 64.)

The deaf of Saskatchewan are educated at provincial expense at the institution for the deaf in Winnipeg; the blind by similar arrangement, at Brantford, Ontario. The number of deaf pupils in 1923 was 46; of the blind 22, one of whom was at the school for the blind in Halifax, N.S.

Higher Education.—The registration at the provincial university during the year was 1,380; at the colleges 200. Full statistics of the personnel of universities may be seen in tables 116 to 130.

ALBERTA

Summary of Enrolment in all Institutions.—During the school year of 1922-23 there were enrolled in all educational institutions in Alberta 161,152. Of this number 148,045 were in ordinary day schools (publicly controlled elementary and secondary); 4,138 in vocational schools; 1,033 in normal schools; 2,099 in universities and colleges; 42 in the school for the deaf at Winnipeg; 4 in the school for the deaf at Montreal and 3 in the school for the deaf at Belleville, Ontario; 18 in the school for the blind at Brantford, Ontario; 2 in schools for the blind at Montreal and 2 in the schools for the deaf and blind at Point Grey, B.C.; 2,082 in private business colleges, 2,242 in private elementary and secondary schools; and 1,074 in Indian schools. The number mentioned in vocational schools does not include 368 students in agricultural schools. The enrolment in similar institutions during the previous year was 155,699.

Elementary and Secondary Schools.—The 148,045 enrolled in elementary and secondary schools were accommodated in 4,729 departments of 2,995 schools. Of these 60,766 were in 59 cities and towns, of whom 4,554 were in 10 separate schools; 19,549 were in departments of other graded schools; the total number of departments in 292 graded schools being 2,026; 67,730 were in 2,703 ungraded schools. Of the graded school pupils, 6,722 were in 185 classrooms of 68 consolidations; 3,425 in 99 classrooms of 46 rural graded schools not in consolidations. The enrolment is now 6.13 times the enrolment in 1905 when the province was formed.

Average Daily Attendance.—The average daily attendance in these schools was 105,364 as compared with 100,515 in 1922. This average attendance is now 7.89 times that of 1905.

In addition to the information supplied by the Education Department we now have the report of the census of 1921 by means of which the progress since 1911 can be definitely measured.

In 1921, out of 100,362 children at the ages of 7 to 14 years, 90.178 or 89.9 per cent attended school for some period, and of these 72,439 or 80.3 per cent attended 7 to 9 months during the nine months immediately preceding June 1, 1921. Also, of the population 7 to 14 years, 72.2 per cent attended 7 to 9 months.

In 1911, out of 54,988 at the same ages 34,549 or 62.8 per cent attended school for some period and of these 71.2 per cent attended 7 to 9 months; also 44.7 per cent of the population at these ages attended 7 to 9 months. Thus, 55.3 per cent of the population 7 to 14 years attended less than 7 months in 1911 as compared with 27.8 per cent in 1921.

The attendance by single years of age in 1921 may be compared with that in 1911 by the percentage of the population at each age attending school as follows:—

	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
1911.....	26.9	51.4	61.0	65.2	67.5	69.1	67.9	65.8	57.1
1921.....	38.9	78.2	89.2	92.0	93.8	9.39	94.1	92.7	88.0

The percentage of the population at each age attending 7 to 9 months were as follows:—

	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
1911.....	13.7	32.0	43.0	46.1	49.5	51.7	49.6	48.1	40.6
1921.....	20.3	56.5	70.3	74.2	76.7	77.5	77.9	76.4	72.9

If 7 to 9 months be taken as a full year, at least an adequate year, it is noticeable that there was a larger proportion of the population at 14 years of age attending full time than there was at any age attending for any period in 1911. It is also noticeable that the drop, at the age of 14 from the maximum at 12 in 1921 is not very great and that the children now who do go to school may be considered as attending up to the age of 15 years.

The regularity of those who actually attended school may be shown by the percentage at each age of those who attended school 7 to 9 months as follows:—

	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
1911.....	51.3	62.3	70.5	70.7	73.3	74.9	73.0	73.1	71.1
1921.....	52.2	72.3	78.8	80.7	81.8	82.5	82.9	82.3	82.8

Taking the three tables into consideration it is clear that the schools in 1921 had more than doubled their effectiveness in reaching and holding the population of school age during the decade. The percentage of attendance and the table of attendance by monthly periods on page 14 show that the attendance has been improving since 1921. It is also noticeable that no improvement has been made by the pupils at 6 years of age. Their record would be still worse if the children attending between June 1 and June 30th were recorded. That the improvement since 1911 has not been due to such phases as the increase of the proportion of urban population to rural and the age of settlements, etc., is shown by the fact that the percentage of the population 7 to 14 years of age at school does not vary much throughout the 16 census districts for which school attendance is thus given.

The work of enforcing school attendance in towns and cities is carried on by local attendance officers. Associated with the ordinary attendance enforcement branch are other branches of child welfare work, among them the neglected children's department and the department dealing with mental defectives. The co-operation of these departments seem to be of considerable assistance to the attendance officers.

Grade, Age and Sex.—The pupils in general schools were distributed by grade as follows:—Grade I, 30,899; II, 18,424; III, 19,617; IV, 17,717; V, 14,791; VI, 12,998; VII, 10,637; VIII, 10,700; IX, 5,601; X, 3,719; XI, 2,225; XII, 717; total 148,045. The increase in the upper grades as compared with the lower grades since 1912, the year in which the twelve grade system was introduced may be seen as follows:—

Year	Grade I	Percentage of Grades IX to XII	Total Enrolment Grades in VII to XII
1912 (calendar year).....	32.24	3.92	14.65
1913 ".....	32.08	4.09	14.50
1914 ".....	29.86	4.44	15.51
1915 ".....	25.54	5.38	17.19
1916 ".....	25.14	5.81	18.06
1917 ".....	24.87	5.62	18.45
1918 ".....	25.41	6.22	19.42
1919 ".....	26.05	6.52	20.39
1920 ".....	24.93	6.74	21.31
1921 (half-year, January to June).....	25.24	6.04	18.94
1922 (school year July 1 to June 30).....	22.81	7.53	21.26
1923.....	20.87	8.29	22.73

These figures alone do not mean much, but in view of what has been already said in connection with attendance; also when taken with the tables of grade, age and sex in sections 2, 3 and 4 they are seen to be decidedly significant. The percentage of the total enrolment in Grades VII to XII should not be understood to mean that this is the percentage of the children at school who reach these grades. However, taken from year to year, they should mean that the percentage of children going beyond grade VI each year is increasing roughly in the proportion shown by the figures. The tables of grades and ages show that the average standing at the age of 14 is between Grade VII and VIII and that there is every indication that the average child to-day reaches these grades before leaving school. Further, by information supplied by the Department since 1919 it is seen in 1923 that out of 4,159 pupils leaving school at the age of 15, 66.5 per cent were in grade VIII and over. This is an increase since 1921 when it was 61.1 per cent.

The distribution by grade of pupils leaving school at the age of 15 years since 1919 was as follows:—

Year	Grades						
	I	II	III	IV	V	VI	VII
1919.....	2.20	2.30	2.20	4.80	7.70	12.90	29.10
1920.....	0.91	1.21	2.06	4.23	7.04	13.20	17.10
1921.....	1.12	1.05	3.92	6.09	9.91	16.84	19.16
1922.....	1.14	1.61	3.59	7.02	11.28	16.52	19.29
1923.....	7.08	7.01	3.99	5.62	8.68	13.08	8.97

Year	Grades					
	VIII	IX	X	XI	XII	Total
1919.....	26.60	8.40	3.10	2.00	0.40	100
1920.....	29.98	12.14	5.92	3.41	2.80	100
1921.....	33.55	6.65	1.47	0.24	0.00	100
1922.....	29.79	6.59	2.34	0.81	0.02	100
1923.....	28.50	11.90	4.59	2.18	0.40	100

Since from the census figures it seems that the pupils actually at school did not leave until the age of 15; and since from the table of age and grade, also from the census figures (which in this respect agree almost exactly with the figures of the Department) it is known that 14 per cent of the total enrolment remain in school from the ages of 15 and upward; also that over 32 per cent of the population 15 to 19 years of age are still at school, it is clear that considerably more than 66.5 per cent of the children who go to school have advanced at least as far as a year in Grade VII. Further, the average age of Grade VII is 13.3 years; the number in Grade VII in 1921 formed 76 per cent of the population at 13 years of age; in Grade VIII 73 per cent of the population at 14 years of age; in Grades IX to XI, over 25 per cent of the population 15 to 17 years of age, while Grade IX alone formed 36 per cent of the population at 15 years of age. While it is clear that these figures do not represent exactly the proportion of the population reaching these grades, they should serve as a basis of comparison with 1911. In 1912 (the distribution by grade in 1911 cannot be given) the number in Grade VII formed 56 per cent of the population at 13 in 1911 and thus a smaller percentage of the population at 13 in 1912; Grade VIII formed 68 per cent of the population at 14; Grades IX to XII in 1911 formed 12 per cent of the population at 15 to 17 years. Grade VII to XI formed in 1916 34 per cent of the population 13 to 17 in 1911; (and of course a much smaller proportion of the population at those ages in 1916); in 1921 they formed 59 per cent of the population 13 to 17 in 1921; in 1923 they formed 65 per cent of the population at these ages in 1921. Thus it would seem that the proportion of the population passing beyond Grade VI has about doubled since 1911. These figures are an underestimate of the real improvement made for several reasons. In the first place they do not include the pupils in day technical and agricultural schools all of whom would be either in secondary grade or at least above Grade VI. Then they do not include such of the population from 13 to 17 as had taken the work of Grade VII and upward and had left school, a proportion which would have naturally increased since 1911. If, then, the work of Grades VII and VIII be accepted as a minimum education equipment, and which is clearly acquired by the average child of today in the province, it seems reasonable to conclude that the general educational level of those leaving school in 1921 was twice as high as in 1911.

The work that was thus accomplished during the decade cannot be fully appreciated without taking into consideration the fact that in 1905, the year of the formation of the province, there were only 628 school classrooms as compared with 1,902 in 1911; 4,289 in 1921; and 4,729 in 1923. Thus, between 1911 and 1921, 2,387 new classrooms had to be established to accommodate the rapidly increasing population. Taking improvement from the point of view of "literacy," the illiteracy of the foreign born 10 to 14 years of age in 1921 was 1.6; of those 15 to 20 years of age it was 4.2. Thus it would appear that the rate of illiteracy was reduced 61 per cent in five years, and while some of this may have been due to a more literate class of immigrants during the last five years, there is no doubt that most of it has been due to the schools of the province. In confirmation of this it may be pointed out that the illiteracy of the Canadian born 10 to 14 years of age was only a little more than half of the illiteracy of those 15 to 20 years of age.

In connection with the foregoing indication of what the schools of the province have accomplished, attention should once more be called to the fact that the enrolment by 1923 had increased more than six times since 1905.

Secondary Education.—That secondary education is now carried on whenever a teacher is found qualified to teach the high school grades may be seen in table 62 which shows that a considerable number of pupils are enrolled in secondary grades even in ungraded schools. As in most other provinces, secondary education in Alberta is strictly a continuation of the elementary grades, and continuation departments are to be found in nearly all the graded schools except in cities and towns which have regular high schools. The rural high school is now a feature of education in Alberta. A new course of studies for Grade IX was put in operation at the beginning of the year. A new course for the other high school grades has been completed but not yet put in operation. The age, grade, sex distribution of 5,790 pupils in secondary schools in 59 towns is to be found in table 80 also the number of pupils taking different subjects of studies in table 63. This table will have particular interest after the new course of studies has been in operation for some time. In this course of studies the number of subjects is reduced with a view to encouraging intensive work, and a large number of optionals is introduced.

In further reference to what has been said about improvement since 1911 it should be mentioned that since this year the number of pupils in high school grades has almost quintupled, while the proportion which they bear to the total enrolment has almost trebled. The number in high school grades in 1923 was 12,262, an increase over the previous year which was almost certainly due not to any peculiarity of the year, but rather to a levelling up which has already been discussed.

Teachers.—The number of teachers in elementary and secondary schools in 1923 was 5,669—1,375 male and 4,294 female. The distribution by class of certificate was 1,483 first class; 3,413 second class; 454 third class; 191 permits; 64 pending (that is with certificates from other provinces); and 64 special, such as manual training, domestic science, etc.

Teachers in Training.—The educational standards for entrance into normal schools to study for First and Second Class Certificates was raised during the year. The normal school at Edmonton was closed.

Summer School for Teachers.—Although a fee was charged for the first time and no transportation allowances were given the attendance at the school in 1923 was 269. As in other years the University of Alberta, in co-operation with the Department, offered a number of subjects of the first and second year of the Arts Course. Approximately 100 students were enrolled in those courses making a total for both sections of 367.

Rural Schools.—During the year 1922-23 there were 68 consolidations in Alberta from 217 original districts. Of these 50 were graded and 18 were ungraded schools. There were in all 6,722 pupils, of whom 6,201 were in 167 graded classrooms. Of the enrolment 2,740 were conveyed. Over and above consolidated schools there were 46 rural graded schools from 46 original districts with 99 graded classrooms and 3,425 pupils. The rural secondary school is a recent organization, and has not yet had time to show decided development.

The improvement in rural school attendance between 1911 and 1921 may be seen from the following:—In 1921 out of 62,894 in rural communities at the age of 7 to 14 inclusive, 54,643 or 86.9 per cent attended school for some period; and of these 38,148 or 70 per cent attended 7 to 9 months. In 1911, out of 43,440 in rural communities at the same ages, 58.0 per cent attended school for same period, and of these 64 per cent attended 7 to 9 months. Of the total population at these ages, 37.1 per cent attended 7 to 9 months. Thus 62.9 per cent attended less than 7 to 9 months as compared with 39.3 in 1921.

Agricultural, Industrial and Other Special Studies.—The statistics of these activities may be seen in section 7. The correspondence courses in elementary school subjects for the benefit of young children in isolated communities may be mentioned in this connection.

Medical Inspection and Special Classes.—The statistics of medical inspection and special classes may be seen in section 8.

Higher Education.—Statistics of higher education may be seen in section 12.

School Support.—The expenditure on education during the calendar year 1922 was \$13,414,351 of which \$5,428,826 was in teachers' salaries. The receipts were \$13,414,351 of which \$1,241,518 was contributed by the government; and \$12,172,832 by ratepayers. The cost per pupil enrolled in ordinary schools was \$60.14 and in average daily attendance \$84.70. (See page 78 for historical table of receipts and expenditure of Department) page 79 for a similar table on cost per pupil; page 93 for financial statistics of university; and page 94 for financial statistics of colleges.

BRITISH COLUMBIA

Summary Enrolment in all Institutions.—During the school year 1922-23 there were enrolled in all educational institutions in British Columbia, 107,930. Of these 94,888 were in ordinary day schools (elementary and high); 672 in normal schools; 5,536 in technical and night schools; 12 in the school for the Blind; 58 in the school for the Deaf; 1,559 in the university; 165 in colleges; 809 in private business colleges reporting; 1,241 in private elementary and secondary schools reporting; 360 in a departmental summer school for teachers; and 2,630 in Indian schools. The total enrolment in similar institutions during the previous year was 104,590. The year 1922-23, therefore, shows an increase of 3,340 or more than 3 per cent over the previous year.

The percentage of increase was greatest in high schools with about 7 per cent; second, in the case of rural municipal schools with 5 per cent; third, in rural and assisted schools with about 4 per cent; while the least increase was shown by the city elementary schools with about one half of 1 per cent.

Elementary and Secondary Schools.—The 94,888 enrolled in 1,044 elementary and secondary schools were accommodated as follows: 9,220 in 67 high schools; 41,174 in 92 city graded elementary schools; 25,733 in 197 rural municipality schools; 18,761 in 688 rural and assisted schools. Besides the high schools should be mentioned 16 superior schools having pupils in advance of what would be called grade VII in other provinces.

Average Daily Attendance.—The average daily attendance was 77,752, or 81.94 per cent of the enrolment.

The Dominion Census of School attendance during the nine months immediately preceding June 1, 1921 shows that this province had the highest proportion of the population 7 to 14 years of age attending school from 7 to 9 months of any province in Canada.

Grade, Age, etc.—The pupils in elementary schools in British Columbia were distributed by grade as follows: primer (grade I), 13,854; First Reader (grade II), 13,976; Second Reader (probably equivalent to grades III and IV) 14,163; Fourth Reader (grades VII and VIII) 19,671. The distribution by these grades in the three types of schools may be seen on page 18.

Teachers.—The number of teachers in elementary and secondary schools in 1923 was 3,118—729 male and 3,118 female. Of these 332-213 male and 119 female—were in high schools; 1,141—200 male and 941 female—were in city elementary schools; 777—137 male and 640 female—were in rural municipality schools; and 868—179 male and 689 female—were in regularly organized assisted rural schools. The classification of these teachers was 521 academic; 638 First Class; 1,416 Second Class; 297 Third Class; 83 temporary and 163 special. The male teachers increased by 29 or 4 per cent over the previous year. An increase of 39 academic certificates and 90 First Class certificates and a decrease of 77 in Third Class certificates show the trend of teachers' qualifications. A teachers' bureau has been organized in connection with the Department. This service is free to both teachers and trustee boards. During the year, about 200 teachers were thus placed in touch with school boards.

Teachers in Training.—During the year 1923 there were in British Columbia for teacher training, 2 normal schools with a teaching staff of 10. The number of teachers in training was 672.

For the first time the minimum non-professional qualifications for admission to the provincial normal schools was raised to junior matriculation or its equivalent. Certain subjects are also required additional to those prescribed for junior matriculation, University graduates in the future must attend for two terms of fifteen weeks each, the first term at the normal and model schools; the second term at the university.

The provincial summer school (July 10 to August 11) was attended by 360 teachers as compared with 234 in 1922. Of these 155 were from city, 62 from rural municipality and 143 from rural and assisted schools. Five new courses were added making 24 courses altogether. The fourth summer session of the university of British Columbia was held during July and a part of August and was attended by about 300 students, those attending are given credit in first or second years in Arts and Science. In addition to the regular university courses are given such courses as advanced commercial work for teachers holding first class or academic certificates. There were also provided advanced courses in educational subjects for inspectors, principals of schools and other mature students.

Agricultural, Technical and Other Special Education.—Elementary Agricultural education, consists of: (1) regular courses of instruction in the science and practice of agriculture in high and superior schools; (2) agricultural nature studies in public schools; (3) extension or short courses in agriculture held during the winter months, and (4) the planning and improving of school grounds. Regular two-year courses in agriculture were conducted by specialists in 12 high schools with an enrolment of 510. Instruction by correspondence was given: (a) to 12 teachers, holders of first class licences and academic certificates who desired to qualify for teaching commercial subjects in high schools; (b) to 189 children of school age who lived in localities in which there was not a sufficient number of children residing to keep a school in operation; and (c) to 152 coal-miners who desired to qualify for certain positions. Night schools, attended by 3,996 pupils were conducted in 29 cities and rural municipalities. During the year there were 79 manual training centres with 10,507 elementary and 1,564 high school pupils.

The technical schools now provide three years' work at the end of which a technical leaving certificate is issued. Correspondence courses in ordinary school grades were introduced in 1921 for the benefit of children in isolated districts.

Classes for teacher-training in manual training and domestic science have been held on Saturdays in Vancouver, and from these classes instructors have been recommended as vacancies occurred.

Medical Inspection and Special Classes.—The school for the Deaf and the Blind at Point Grey had in 1923 an enrolment of 70 children of whom 58 were deaf and 12 blind.

Higher Education.—In 1922-23 there were registered in the University of British Columbia 1,559 students. Full statistics of the personnel of the university may be seen in section 12.

School Support.—During the year 1923 the expenditure on education was \$7,630,099 of which Government grants amount to \$3,176,686; and \$4,453,323 was raised by local assessment.

CHAPTER III.—MISCELLANEOUS NON-PROVINCIAL ACTIVITIES

Division of Child Welfare, Dominion Department of Health.—A Department of Health was created by an Act of the Dominion Parliament in 1919. A deputy minister and an assistant deputy minister were appointed in September of the same year and medical services formerly under the direction of other departments were transferred to the new Department of Health, each service becoming a division of the new ministry under a chief. Certain new divisions were also created, the first of which was the Division of Child Welfare organized in 1920. In accordance with the letter and spirit of the whole Act which strictly recognizes the autonomy of the provinces in matters pertaining to public health, the plan of work and general policy of the Division of Child Welfare consist of co-operation with all provincial authorities carrying on child welfare work. It also co-operates with all voluntary organizations carrying on or interested in this work. A direct channel for such co-operation and inter-communication is offered by the Dominion Council of Health also created by the aforementioned Act. The aim of such co-operation is to assist such workers to obtain the best results and to secure general unity of purpose and harmony of method so far as these can be applied. Of special bearing on education is the plan to co-operate with ministers and departments of education in reference to the promotion of school hygiene, medical and dental inspection of schools, provision of school nurses, the special care and training of children needing special care and the instruction of teachers in normal schools on principles of methods of child welfare. Among other additional subjects receiving the attention of this Division the following have special reference to the child of school age: children's courts, diseases of childhood, education and illiteracy, immigrant child welfare, morals and manners, nutrition and feeding children, recreation, and women and children in industry. Among the publications of the Division is the Handbook of Child Welfare Work in Canada, issued in 1922. The first publication, however, was the Canadian Mother's book issued in 1920. It may be interesting to know that this has since been translated into Ruthenian. The regular publications of the Division consist of three series of "Little Blue Books" entitled: The Mother Series; The Home Series; and the Household Series. (Chief of the Division, Dr. Helen MacMurchy, Department of Health, Ottawa)

Technical Education Branch of the Department of Labour.—The Technical Education Branch of the Department of Labour administers an Act under the terms of which the sum of \$10,000,000 was made available for the payment of grants to the provincial governments for the purpose of promoting technical education in Canada during a ten-year period. The amount set aside each year varies from \$700,000, in 1919 to \$1,100,000 in 1924 and remains fixed at this amount until the expiration of the Act in 1929. The yearly appropriations are allotted to the provinces by setting aside \$10,000 for each province and dividing the remainder in proportion to population. Grants amounting to one-half of the approved provincial expenditures are paid quarterly; thus the Dominion Government shares equally with each provincial government all expenditures on secondary vocational education. The work assisted includes pre-vocational or junior high school courses, technical, industrial, commercial, home-making and applied art courses in secondary schools, part-time and continuation classes for apprentices and employed adolescents, short-term courses for adult workers, evening classes for adults and correspondence instruction for workers in isolated districts. Agricultural education is not included because it was provided for under a separate Act which expired in March, 1924.

During the five years in which the Act has been in operation the Dominion Government has paid \$3,024,130.64 in grants to the province. This financial aid has stimulated the development of vocational education and enabled the provinces to carry out programmes which would have been cancelled or indefinitely postponed as a result of post war financial conditions. The growth of the work is indicated by the fact that the number of municipalities conducting day vocational schools has doubled since 1919 and the enrolment in these schools has increased from 8,512 to 20,527. The total enrolment in day, evening and correspondence classes for the year 1924 was 79,829 distributed amongst 156 municipalities and school districts. (*For Statistics see Tables 88 and 89.* Director A. W. Crawford, Department of Labour, Ottawa.)

Indian Education.—During the year ended March 31, 1923, there were in operation a total of 340 Indian schools of which 255 were day schools, 72 residential and 13 combined public and Indian. This represents an increase of 5 day schools and 20 other schools. The total enrolment for the year was 13,723 pupils, of whom 6,931 were boys and 6,792 were girls, being an increase of 326 over 1922. The enrolment was distributed among the day schools (8,267) residential schools (5,347) and combined 109. The average attendance was 9,106 or an increase of 438 over the preceding year. In addition to the above there were about 130 Indian children being provided for and educated in public and private residential schools throughout the Dominion, some Indians attending high schools throughout the Dominion. The 340 schools in operation during the year were conducted under the following auspices: undenominational 53 day and 13 combined; Roman Catholic 82 day and 40 residential; Church of England 76 day and 20 residential; Methodist 39 day; Presbyterian 5 day and 7 residential; and the Salvation Army 1 day school. The expenditure on Indian Education from parliamentary appropriation for the fiscal year ended March 31, 1923, was \$1,437,642. In addition to this, various bands of Indians contributed \$50,346 towards the payment of teachers' salaries, etc. (Superintendent, Russell T. Ferrier, M.A., Department of Indian Affairs.)

The Boy Scout Movement in Canada.—The Boy Scout Movement originated in England in the fall of 1907, and was incorporated by Royal Charter in 1910. It found a foothold in Canada almost as soon as Sir Robert Baden-Powell had finished his book "Scouting for Boys" in 1907. It was incorporated in Canada by an Act of Parliament in 1914, and at the end of that year there were fourteen thousand Scouts in Canada. Since then the numbers have increased rapidly and to-day there are in Canada over fifty thousand Boy Scouts and Wolf Clubs.

The movement is organized in each Province under a Provincial Council with national headquarters at Ottawa. The Chief Scout for Canada is His Excellency Lord Byng of Vimy. The chief executive officer in the movement is the Chief Commissioner for Canada Dr. James W. Robertson.

The essential features of the Scout system are the emphasis placed on the word honour, the responsibility of Scouts through their own Court of Honour, and the patrol system. The key activity is woodcraft and in all its aspects Scouting is supposed to be a game. The movement is inter-national, and embraces all creeds and classes. (For statistics see Table 97. Chief Commissioner, Dr. J. W. Robertson, Ottawa.)

Canadian Association of Child Protection Officers.—At the close of the National Conference on Child Welfare in 1920, two or three Provincial Superintendents of Neglected Children and one Juvenile Court Judge gathered together and discussed the possibility of forming a separate association from that of the general council on Child Welfare in order to direct more specialized attention to the questions of neglected, dependent and delinquent children. As a result of this discussion a group composed of Juvenile Court Judges, Provincial Superintendents of Neglected Children, children's aid officials, and officials in charge of industrial schools, shelters, etc., met at the Parliament Buildings, Winnipeg, on October 5th, 6th and 7th, 1921, this being the first meeting of the Canadian Association of Child Protection Officers. The second annual meeting was held in Toronto in September, 1922; the third in Winnipeg in September 1923, and the fourth in Toronto in June 1924. At the present time there are about 38 members on the membership roll.

The objects of the Association, as declared in its constitution are:

First—The discussion of questions involved in the administration of laws relating to the protection and care of children.

Second—The securing of uniformity in these laws and in the methods of their administration and enforcement so far as advisable.

Third.—Co-operation between departments charged with the administration and enforcement of these laws, and with other agencies operating in the field of child welfare. (Secretary—Judge Ethel MacLachlin, Regina, Saskatchewan.)

Canadian Council on Child Welfare.—The Council originated in a large consultative conference called at Ottawa by the Federal Government in October, 1920, as a result of recommendations from practically every National Child Welfare agency in the Dominion. At this, and a subsequent meeting in May, 1921, the constitution and aims of the Council were agreed upon. The purpose of the Council, as set forth in the constitution is to promote in co-operation with the Child Welfare Division of the Federal Department of Health, and other agencies, the general aims of the council: by annual deliberative meetings; by activities of subsections of memberships on Child Hygiene, Child Industry, Recreation and Education, the Child in Need of Special Care and the Spiritual and Ethical Development of the Child; by affording a connecting link between the Child Welfare Division of the Department of Health and the Council's Constituent bodies; and by such further developments of the general programme of Child Welfare as may be recommended from time to time by the executive or any sub-committee thereof.

The Council at present is composed of twenty national, and thirteen provincial associations interested in child welfare effort, also of individual members. The executive consists of representatives of each of these constituent bodies. The governing council also includes the chairman of the five subsections under which the work of the Council is carried on. Each of these sections advises on the particular problems within the field, provides the sectional programme of the annual conference and assumes responsibility for publications on its phases of the general problem.

The Council is supported by membership fees and by a grant from the Federal Government. Activities so far have been restricted to the Annual Conference; to educational lectures by its officers; to publication of articles in the popular press; and to publications on various phases of the Child Welfare problem. The question of surveys on the two specialized fields is under consideration. A large general correspondence on Child Welfare propaganda, an advisory research on statistics and legislation in response to special request is also undertaken. (Hon. Secretary, Miss Charlotte Whitton, M.A., Plaza Building, Ottawa.)

Canadian Girl Guides.—The Girl Guide movement was founded by Sir Robert Baden-Powell, the Chief Scout, to afford an attractive scheme of work and play whereby girls should receive a special training in character and efficiency. The training tends in four main directions: (a) character and intelligence, (b) skill and technical knowledge, (c) service for others, and practices planned for the purpose. Development of the individuality of the girl is one of the essential points.

The movement is designed to help parents and teachers in their task of education for good citizenship. It is non-class, non-political and inter-denominational. A Guide on enrollment promises (1) to be loyal to God and the King, (2) to help others at all times, (3) to obey the Guide Law.

The Guide Law is:—

1. A Guide's honour is to be trusted.
2. A Guide is loyal.
3. A Guide's duty is to be useful and to help others.
4. A Guide is a friend to all and a sister to every other Guide.
5. A Guide is courteous.
6. A Guide is a friend to animals.
7. A Guide obeys orders.
8. A Guide smiles and sings under difficulties.
9. A Guide is thrifty.
10. A Guide is clean in thought, word and deed.

Guides were first organized in Canada in 1910. The Canadian Council of the Girl Guides Association was formed in 1912, and incorporated by Dominion statute in 1917. The Chief Commissioner for Canada is Mrs. H. D. Warren of Toronto, and the Canadian Guide Headquarters are at 22 College Street, Toronto.

The movement now has three distinct branches: Brownies, for girls 8 to 11, Guides for girls 11 to 16, and Rangers for girls over 16. In October, 1923, there were 406 Guide companies, 116 Brownie Parks and 14 Ranger companies active in Canada. Each company or pack manages its own funds, but makes no contribution to Headquarters. The Guides receive a grant from the Dominion Government. (*For statistics see Table 96*).

The Canadian Red Cross Society.—The organization of the Canadian Red Cross Society is in general patterned after the form of the Government of Canada and is, therefore, quite as democratic as is the Government of the country itself. The form of the work carried on in each Province depends both on the need of the Province and the special form which the Provincial Department of Health finds Red Cross assistance most helpful.

During 1923 the average senior membership throughout Canada was approximately 86,000 and the Junior membership 85,000.

Nursing and Medical Services.—The establishment of courses for the training of Public Health Nurses, found so necessary when the Society began its peace-time work, has in certain cases been adopted as part of the regular work of the University. Training courses in public health nursing have been established in five universities as a result of Red Cross assistance and the demonstration of the need which the Society made possible has led to an extension of the University programme. During 1923 the public health nursing course at McGill University was financed by the Red Cross and scholarships were provided for similar courses at the University of Toronto and Dalhousie University in Nova Scotia. The Saskatchewan Division has made possible the establishment of a training course for Nursing Housekeepers in the University of Saskatchewan.

In certain provinces public health nurses have been placed under the Provincial Department of Health and have been used as community nurses to demonstrate the services which could be rendered in the regular inspection of school children and in visits to the homes of the people. This service has led to the support of such nurses by the municipalities and the province in many cases, and through their work many thousands of children are receiving the benefits of advice and in many cases, the parents are persuaded to have the physical defects of the children cared for, this leading to a general improvement in their health. The work of such nurses is, in part, a follow-up service, for, in most cases, the children have already received medical inspection by a qualified doctor, and have had their defects pointed out.

The providing of community nurses for this demonstration work has met with considerable success in the Maritime Provinces in particular.

Nursing outposts have been established in outlying districts, especially in Northern Ontario and the prairie provinces.

A nursing outpost, as conducted by the Red Cross, soon becomes a health centre for the district in which it is established, and particularly in emergency and maternity cases it may perform the functions of a hospital. From it the nurse (or nurses) visits the homes, and, where necessary, the schools of the surrounding district and in this way is in a position to give advice on general matters of health.

The number of these outposts is increasing year by year. During 1923 there were 32 in operation.

The Ontario Division made grants to the Ontario Medical Association to assist in carrying post-graduate medical education to the general practitioners of the province. More than 500 speakers have been sent out conveying the latest medical knowledge to all parts of the province. About 3,000 medical men have attended the meetings held and the good accomplished through them cannot be estimated.

The Canadian Tuberculosis Association received a grant of \$5,000 as a contribution to the demonstration at Three Rivers, Que., for the purpose of showing what can be accomplished in combating tuberculosis by intensive and continued good health measures and good health service for a period of about five years. This demonstration is conducted under the direction and supervision of the Health Department of the Province of Quebec.

Port Nurseries.—In co-operation with the Federal Department of Immigration and Colonization, the Society conducts nurseries at the ports of Halifax, St. John and Quebec.

During 1923 the nurseries cared for 17,655 infants and children and follow-up cards were sent to Provincial Divisions for 3,109 families. This work has a high educational value for these immigrant families in giving them a welcome to Canada and putting them in touch with health agencies in their new localities.

Health Education Publications.—The Society publishes two monthly magazines, one for seniors, the other for junior members. The purpose of these magazines and of the educational leaflets issued by the Society, is to present reliable health information in a simple manner understandable to the average reader.

Junior Red Cross.—The organization and activities of the Junior Red Cross in Canada are dealt with in a separate report below.

One broad effect of all the general educational work of the Society is the gradual formation of a public sentiment in favour of public health measures, thus making it easier for the Governments to apply legislation for the betterment of the health of the people. The work which the Red Cross Society has done, or has made it possible for others to do, has helped the various provinces of Canada to make great progress in the Public Health work during the past four years. (*General Secretary*—Dr. Albert H. Abbott, Toronto.)

Junior Red Cross.—At the end of the year 1923, there were 3,051 Junior Red Cross branches and a total membership of 85,728 in Canada. Table 95 gives a fairly definite idea of the service activities of the Junior Red Cross in Canada from the beginning of peace time activities to the end of 1923. It is impossible to give statistical evidence of the number of children who are actually putting into practice the facts of health which they have been taught. Nevertheless, we believe that there is an increasingly large army of young people in Canada who are being inspired through all the Junior Red Cross stands for to protect their own health and that of others.

During 1923, the following Junior Red Cross literature was prepared and sent out from the National Office:—

1. Health poster in three colours—"Rules of the Health Game."
2. Junior Red Cross bulletin—No. 2.
3. Junior Red Cross Bulletin—No. 3.
4. Graph illustrating organization and activities.

The "Red Cross Junior", a magazine for boys and girls, is published each month. This magazine sets forth the ideals of health, service and good citizenship for the most part indirectly and in such a way as to stimulate the pleasure and thus the interest of the children for whom it is intended. In addition to the National magazine, most of the provincial divisions send out news bulletins to their branches at regular intervals.

Two duplicate National Junior Red Cross Exhibits were set up in 1923. One of these was sent to Commander Bonning, Director of the British Junior Red Cross, and was exhibited last summer at the Imperial Educational Conference in London. The same one was on exhibit at the National Educational Conference held in Toronto during Easter week, and was later on exhibited at the Child Welfare Conference in Winnipeg in September.

The other exhibit was sent in July to Saskatchewan where it was shown at the provincial exhibitions at Saskatoon and Regina. It was sent from there to British Columbia, where it was exhibited at the provincial exhibitions at Vancouver and New Westminster.

During 1923, the Director of Junior Red Cross made an official visit to Manitoba, Saskatchewan, Alberta, British Columbia, Quebec, Nova Scotia, New Brunswick and Prince Edward Island.

In most of the provinces she addressed the students in the provincial Normal Schools and visited as many Junior branches as possible. Her impression is that the teachers of Canada are beginning to realize the educational potentialities of the movement and that the youthful members are gallantly carrying into effect the theories and most of all the spirit of Junior Red Cross. (For Statistics, see Table 95—Director—Miss Jeane E. Brown, 410 Sherbourne Street, Toronto.)

National Council of Education.—The National Council of Education was constituted at the National Conference on Education held at Winnipeg in 1919. The conference was a concerted attempt to rally the best public opinion behind the schools of the Dominion. As a result of this conference a council of fifty was appointed for the purpose of studying the important questions then raised and this Council reported to the Second Conference which was held at Toronto in 1923. The programme of the Council includes: 1, triennial conference (the next of which is to be held in Montreal in 1926); 2, the creation of a Canadian Bureau of Education controlled by an inter-provincial committee consisting of representatives of the different Departments of Education; 3, A National lectureship scheme; and 4, the provision of a children's magazine. A reference library of considerable size has already been formed. Surveys on the teaching of geography, history and literature were undertaken on behalf of the Council by the Universities of McGill, Toronto and Queen's respectively. These reports were published and presented at the Conference of 1923. (Executive Secretary, Major F. J. Ney, 607 Boyd Building, Winnipeg.)

Overseas Education League.—The conception of this movement was co-incidental with the visit of the British Association to Winnipeg for its annual meeting in 1909, and an exchange of educational views and ideas which was purely informal at that time gave rise to a definite desire for a clearer understanding between Great Britain and Canada in matters educational. The outcome was the first organized visit of 165 Manitoba teachers to Great Britain during the summer vacation of 1910 under the auspices of an organization which subsequently received the title of the "*Hands Across the Seas*" movement. Having its inception in Manitoba, it speedily gained the co-operation of other provincial educational authorities, one after another giving it official recognition and support, with Ministers of Education as members of its Dominion Council and the Deputy Ministers as provincial presidents. In 1911-12 it received the endorsement of the governments of the Dominion of Canada and Newfoundland, and the addition to its Advisory Council of the Minister of the Interior for Canada and the Prime Minister of Newfoundland. The visit of 165 teachers to Great Britain, Ireland, Northern France and Belgium in 1910 was followed by yearly visits on a larger scale. In 1912 the number of visiting teachers reached 300, half of whom visited the Mediterranean, including Gibraltar, Malta and Egypt on a specially chartered vessel. The visit of 1914 was interrupted by the outbreak of the war, and the activities of the movement had to be suspended until 1920. During this first period of its existence—in addition to the beneficial results of travel to the teachers participating in visits across the seas—it carried into effect a scheme for the interchange of teachers for the period of one year between Canada and other parts of the Empire, the first interchange taking place in 1913, when there was an interchange between three teachers from Manitoba and New Zealand; and, by arrangement with the London County Council, thirteen teachers from various provinces in Canada were placed in London schools. A magazine devoted to the furtherance of the ideals and aims of the movement was issued monthly commencing January, 1913. A sum of \$4,000 had been raised to open a residential headquarters for overseas teachers in London when the outbreak of war interrupted further operations. In 1920, upon the return to Canada of the founder and honorary organizer, Major F. Ney, M.C., after distinguished service in the Great War, the movement was reorganized; its executive body was reconstituted, and its title was changed to the Overseas Education League. In each provincial department of education, except the Maritime provinces and in that of Newfoundland, a member of the staff was appointed provincial secretary of the Overseas Education League with the deputy minister as a member of the executive committee and the minister as a member of the advisory council. The scheme has been transferred to New Zealand, Australia and South Africa. In 1922 there were sent to England 3 teachers from British Columbia, 4 from Alberta, 1 from Saskatchewan, 3 from Manitoba, 26 from Ontario, and one from Quebec, England sending about an equal number to each of these provinces; to Scotland, 3 teachers from Vancouver and 1 from Regina, Scotland sending 10 teachers to Canada; to New Zealand, 1 teacher from British Columbia, 1 from Manitoba and 1 from Ontario; to Australia, 4 teachers from Winnipeg, Australia sending 11 teachers to Canada.

The beneficial tendencies of such a movement can be readily recognized. Its objects, most of which may be gathered from the foregoing account of its activities, include: the furtherance of familiarity with educational systems throughout the empire, or, through the school, the furtherance of good relationship between the different parts of the empire; and the enlistment of a wider interest in the teaching profession. To these are added the perpetuation of the memory of those who died in the war. Its activities include: the organization of official visits of teachers to different parts of the empire; the provision of special facilities for individual travel in the pursuance of special courses of study; the arrangement of interchanges of teachers and school inspectors within the empire; the establishment of a residence in London, England, for teachers from overseas; and the publication of a magazine to further the objects of the League and to provide a medium of intercourse between teachers in different parts of the Empire. (General Secretary, Major F. J. Ney, M.C., 607 Boyd Bldg., Winnipeg, Man.)

Victorian Order of Nurses for Canada.—The Victorian Order of Nurses for Canada is a national organization founded under Royal Charter in 1897, at the time of the Diamond Jubilee, as a national memorial to Queen Victoria. The Countess of Aberdeen, wife of the Governor-General at that time, became its first President and much of the early success of the Order was due to her wonderful organizing ability and undaunted zeal. The Victorian Order having its origin, to a great extent, in the initiative of the Vice-Regal Party then in Canada, has had during its entire period of existence the patriotic and active support of all successive Vice-Regal Parties, each administration accomplishing something constructive and of importance to the advancement and development of the Order.

The Victorian Order carries on every phase of Public Health Nursing, which is defined in the Royal Charter as: "A branch of nursing service which includes all phases of work concerned with family and community welfare with bedside nursing as the fundamental principle, and developing from it all forms of educational and advisory administrative work that tends to prevent disease and raise the standard of health in the community."

The following activities are carried on in Canada to-day by the Order: Prenatal instruction; General nursing in the home; Maternity nursing in the home including delivery care; Child Welfare; Mothers' Conferences; Well Baby Clinics; Mothercraft Classes; School Nursing; Clinics for the correction of remedial defects; Health Centres; Hospital Work; Social Service; Industrial Nursing; Home Nursing and hygiene classes; General health education.

Training centres for Public Health Nursing students from the Universities and third year students from Hospital Training Schools.

The nurses belonging to the Victorian Order are highly trained members of their profession. They are carefully selected graduates of recognized training schools who have also had post-graduate training in Public Health Nursing. Since 1921 the Central Board of the Victorian Order of Nurses for Canada has granted 74 scholarships amounting to \$29,600 to nurses who have since taken a full year's postgraduate course in Public Health Nursing at Universities offering such courses.

The Victorian Order, by attracting and carefully selecting, as it does, the highest type of Canadian womanhood, imbued with the ideal of service and equipped with technical knowledge, experience and culture, is an important factor in the national life of our country for the building up of sound Canadian citizenship. Through intimate contact with the lives of thousands of new settlers, the nurses of the Order are helping to bind these people to their adopted country making them Canadians in heart and outlook as well as in name. To them is given an unlimited opportunity to assist in the Canadianizing of the newcomer to our country; for, in the home, where these nurses do most of their work, the personal contact or touch thus afforded, is by far the most effective and far-reaching in its results.

The number of nurses on active duty at the present time is 279, and in 1923 a total of 562,000 visits were made. Of this number 320,000 visits, over one-half the total, were paid to maternity patients in their homes: one in every fifteen babies born in Canada being cared for at the time of its birth by a Victorian Order Nurse.

There are 66 local branches of the Order. Each branch is managed by a Local Association which offers an efficient Public Health Nursing service best suited to the needs of the community. In each centre the policy of the Order is to co-operate with all other existing health agencies.

The Central Board at Ottawa acts in an advisory capacity, by means of its staff of administrative and supervisory nurses, directing and supervising the work throughout Canada, as well as organizing new districts.

The bedside nursing service rendered by the Order is not a free service except to those who are in distress. A sliding scale of fees is adopted by each local branch, the maximum fee being equal to the actual cost of a visit. In this way expert visiting nursing service is offered to all who require it. A large part of the revenue of the Order is obtained from this source and is supplemented by grants, donations and subscriptions. Generally speaking each district finances itself, while the revenue of the Central Office is derived from the interest on an endowment fund of \$335,000, an annual grant of \$10,000 from the Federal Government, and \$2,500 from the Province of Ontario. The latter amount must be used, however, for specific purposes in Northern Ontario. (Hon. Secretary—W. D. Herridge, Jackson Bldg., Ottawa.) *For Statistics see Table 98.*

Frontier College.—The Frontier College, known formerly as the Reading Camp Association, originated in 1900. The purpose of its founder, Alfred Fitzpatrick, was to bring to the men of camps and to all workers in isolated places some of the advantages of the university. In pursuance of this he instituted the plan of sending university men to camps as labourers on the different forms of frontier works. These men, instructors they are called, engage during the day at the same manual tasks as the men among whom they are located. In the evenings and at spare hours they give educational instruction.

This work has extended to all the provinces. Since its inception more than eight hundred men from the different universities of Canada, as well as some from American institutions, have acted as instructors for the Frontier College. Each year sees an increasing number of graduates and research students engaging in this work. During 1924 a staff of fifty-two was distributed throughout the Dominion in camps along railway construction, on hydro development, in the woods, and on other frontier works.

While the actual instruction imparted is usually of primary and secondary grade, there are times when university studies are also pursued. To meet the needs of men and women, largely in frontier places, otherwise deprived of educational facilities, the Dominion Government in 1922 granted the Frontier College a charter with powers to confer degrees in Arts.

The Frontier College is now in a position to offer definite courses of study, some of them leading to a degree. An effort has been made to adapt all such courses to the needs of those who by their environment are precluded from taking advantage of the opportunities for higher studies already existing.

Through the co-operation of representative men from practically all the Canadian universities, an examining board of nearly a score has been formed. (Principal, Alfred Fitzpatrick, M.A., Toronto).

CHAPTER IV—HIGHER EDUCATION

The statistics for higher education for 1923 are to be found in tables 116 to 130. They contain two features which have not been given in previous publications, namely a retrospective table of the students by faculties, and a table partially retrospective showing the number of degrees conferred in each faculty. With the aid of these additional statistics it is now possible to examine the trend of higher education in Canada as well as its present status.

1. Higher education in Canada is carried on in 23 universities and 79 colleges, including 21 classical colleges, 8 independent non-subsidized institutions for secondary education and 6 where superior education is given in Quebec. The classical colleges are officially classed as secondary institutions because the meaning of "secondary" when referring to Catholic education in Quebec extends so as to include a full course in Arts, the degree being conferred by the Catholic Universities of Laval and Montreal. Of the Universities, six are State controlled (New Brunswick, Toronto, Manitoba, Saskatchewan, Alberta and British Columbia); four others are undenominational (Dalhousie, McGill, Queens and Western); while the remaining are denominational, St. Dunstan's, St. Francis Xavier, St. Joseph's, Laval, Montreal and Ottawa representing the Roman Catholic Church; King's College, Bishop's College and Trinity College representing the Church of England; Acadia and McMaster representing the Baptist Church; and Mount Allison and Victoria representing the Methodist Church. Victoria and Trinity Colleges are in federation with Toronto.

The 79 colleges may be roughly classified as: 6 agricultural, 2 technical, 2 law, 1 dental, 1 veterinary, 1 school for pharmacy, 25 theological, 9 affiliated for Arts and pure Science, 21 classical and 11 miscellaneous. This classification is rough for the reason that a large number of theological and other colleges offer courses in Arts or preparatory courses. Macdonald College, in Quebec, for example, might be classified as both Agricultural and affiliated, or it might be excluded from the list of colleges and considered among the faculties of McGill University. It is included above among the Agricultural Colleges. According to this rough classification, the Agricultural Colleges are: Agricultural College in Nova Scotia; Macdonald, Oka and Ste. Anne's Colleges in Quebec; Ontario Agricultural College; and Manitoba Agricultural College. The technical colleges are: Nova Scotia Technical College, and Alberta Institute of Technology and Art. The law schools are those of Ontario and Manitoba. The dental, veterinary and pharmaceutical colleges are those so called in Ontario. The theological colleges are: Presbyterian College, and the Holy Heart College in Nova Scotia; The Presbyterian College, The Montreal Diocesan College, The Wesleyan Theological College, and the Congregational College and 6 Catholic Theological Colleges in Quebec; Knox, Toronto Bible, Waterloo, Huron and Wycliffe in Ontario; Manitoba College and St. John's in Manitoba; St. Chad's, Presbyterian, Emmanuel and College Catholique de Gravelbourg in Saskatchewan; Robertson and Alberta Colleges in Alberta; and The Anglican Theological College in British Columbia. The affiliated Colleges for Arts, etc., are: Prince of Wales in Prince Edward Island; Ste. Anne's and St. Mary's in Nova Scotia; The Presbyterian in Quebec; St. Michael's and St. Jerome's in Ontario; Brandon and Wesley in Manitoba; Edmonton Jesuit in Alberta; and Columbian Methodist College in British Columbia. The miscellaneous colleges are: Ecoles des Hautes Etudes Commerciales in Quebec; and the Ontario College of Art and Royal Military College in Ontario, and the 8 independent secondary institutions in Quebec which, however, might be added to the Classical Colleges. The Edmonton Jesuit College is a Classical College and associated with Laval University, but the 21 classical colleges above mentioned are all situated in Quebec and affiliated or annexed with the Catholic Universities. The meaning of these terms should be explained. An "affiliated" college in Quebec means a college of which the university has direct control of the courses and degrees; an "annexed" college is one of which the university merely approves the curriculum and by-law, is represented at the examinations and sanctions the diplomas awarded; an "associated" college is an affiliated college situated outside the province.

To the above mentioned institutions should be added the college for the superior training of young ladies in Montreal, also independent institutions where superior training is given in Montreal and other parts of the province of Quebec.

The number of Students registered in Universities during the year 1923 was 13,301 in State controlled institutions; 7,830 in other undenominational institutions; 18,095 in denominational institutions; making a grand total of 39,226. This, however, is a gross registration including duplicate registrations at federated universities, affiliated colleges and preparatory secondary schools. The net figure will be given later. In colleges the gross registration was 4,191, in Agricultural Colleges; 1,242 in Technical Colleges; 413 in law schools; 1,005 in schools of dentistry, pharmacy and veterinary medicine; 1,887 in theological colleges; 2,556 in colleges affiliated for Arts, etc.; 9,221 in classical colleges and 1,882 in miscellaneous colleges making a grand total of 22,405.

These gross figures are useful only to show the registration of the different institutions. In table 120 it is shown that 9,479 registered in universities were also registered in affiliated schools. Some of these schools are included among the 79 colleges, while a number of them are preparatory secondary schools. As these last-mentioned schools, are not at present under consideration the chief task is to exclude duplicates between the 23 universities and 79 colleges.

The net result after excluding these duplicates was 51,528 in both universities and colleges. These included 10,419 in preparatory courses offered at 26 institutions; 11,630 under-graduates in Arts and pure Science; 1,511 in graduate courses; 3,210 in medicine; 2,442 in engineering and applied science; 1,434 in music; 1,514 in theology; 510 in social science; 853 in commerce; 953 in law; 517 in pharmacy; 1,175 in dentistry; 52 in architecture; 1,353 in agriculture; 1,057 in pedagogy; 1,085 in household science; 153 in nursing; 93 in forestry; 103 in veterinary medicine; 2,647 in Short Courses for teachers, 3,533 in short courses for other than teachers; 1,768 in correspondence and all other courses. The difference between the sum of these figures and the net total given above is due to duplication of courses. It will be noticed that outside Arts, etc., the largest registration is to be found in medicine, engineering and short courses other than agriculture, the last of which registers over 6,000 students. These figures do not include extra mural students in agriculture in connection with the university of Saskatchewan. It will also be noticed that excluding preparatory courses, the first twelve in order of size are: (1) Arts, etc., (2) Short Courses for others than teachers, (3) Medicine, (4) Short Courses for teachers, (5) Engineering, (6) Correspondence, (7) Theology, (8) Music, (9) Agriculture, (10) Dentistry, (11) Household Science, and (12) Pedagogy, each of which registers over a thousand students. The prominent places now occupied by Short Courses and Correspondence is noteworthy. In universities alone these register 6,318 students as compared with 33,412 in regular courses, and 8,565 in preparatory courses. Although the registration in preparatory courses was larger than in 1922 they were offered at only eight universities, while short and correspondence courses were offered at twelve universities.

For a net result as between universities, colleges and secondary preparatory schools see table 1. To secure this final net result it was found necessary to use 1922 figures in the case of one province. Including classical colleges and extra mural courses in agriculture the net total for all university and college registration was 56,616.

The number of students receiving first degrees conferred by universities during the year was 3,840 and of graduate degrees, 1,348. The latter degrees were conferred by 23 institutions, but 984 or about 73 per cent were conferred by two institutions, Toronto and Montreal, while 1,136 or nearly 85 per cent were conferred by four institutions—Toronto, Montreal, Laval and Ottawa. In these four institutions the graduate degrees were conferred in the following faculties or courses: Arts,—Pure Science and Philosophy 468; Commerce 20; Education 188; Agriculture 10; Applied Science and Engineering 31; Forestry 7; Law 56; Medicine 80; Music 23; Pharmacy 20; Theology 42; Veterinary Medicine 9; and some 100 others. It is clear that from the above figures with the exception of degrees in Arts, Pure Science, Letters, Philosophy and Education these degrees are not graduate degrees in the ordinary sense of the term; that is, degrees conferred for advanced work in a course from which the student has already graduated and received a first degree—but such degrees as M.D., etc., which are really first degrees in Medicine, etc., but are conferred on students who have already received the degree B.A., B.Sc., etc. Table 121 shows the nature of the degree conferred by each university. This retrospective table shows that the number of graduate degrees in arts, etc., conferred in 1923 equalled the total for the three years 1920-1922, but this increase took place in one university only. A four year total of first degrees shows that in 1920 to 1923, the largest number of degrees, other than Arts, etc., were granted in engineering and applied science (1,514), followed closely by Medicine (1,414), the next largest being in Agriculture (652).

Two other features in connection with the latest statistics remain to be mentioned—the migration of students from one province to higher institutions in another province and the financial statistics. In universities there were 4,810 students, and in colleges 1,294 students who were residents of different provinces (or country) from that in which the institution was located. Of these 1,209 in universities and 359 in colleges were non-Canadians. Universities in Quebec, Ontario and Saskatchewan attracted students from every province in Canada, while universities in Nova Scotia, Quebec, Ontario and Manitoba attracted more students from elsewhere than they lost to other provinces. It is noticeable that residents of Nova Scotia and New Brunswick attended universities in every province in Canada while the universities of each of these provinces attracted more students from outside Canada than any other province except Quebec and Ontario. The financial statistics show that the income of both universities and colleges was \$11,501,526 of which \$5,562,008 was in Government and Municipal grants and \$2,593,228 in fees; the corresponding figures for Universities alone being \$9,365,202, \$4,639,883 and \$2,142,943 respectively. The total expenditure for both classes of institutions was \$13,219,955 of which \$10,553,532 was current. The government and municipal grants to universities were distributed as follows: \$2,996,986 to State controlled universities, \$1,558,900 to other undenominational universities, and \$83,997 to denominational universities.

II. The comparison of the 1923 figures for higher education with those of the preceding year would seem of sufficient importance to give in detail.

In the following table the courses offered at the universities and colleges are arranged in order of the percentage of increase of the number of their students over that of 1922.

Courses	Number of Students			Number of Institutions Offering	
	1922	1923	P.C. Increase	1922	1923
Short Courses other than teachers.....	1,615	3,533	120	12	20
Household Science.....	589	1,085	85	8	8
Pedagogy.....	668	1,057	58	5	4
Graduate Arts, etc.....	1,091	1,511	40	22	23
Short Courses for Teachers.....	2,035	2,647	30	13	15
Preparatory.....	8,322	10,419	25	23	26
Music.....	1,227	1,434	17	6	9
Arts, etc., Undergraduate.....	10,289	11,630	13	31	27
Social Service.....	488	510	4	3	3
Correspondence.....	1,747	1,768	1	10	9
Architecture.....	52	52	0	4	4
Theology.....	1,577	1,564	-1	32	33
Pharmacy.....	525	517	-1.5	8	8
Medicine.....	3,295	3,210	-2.5	11	10
Engineering.....	2,567	2,442	-5	14	14
Commerce.....	915	853	-7	10	8
Dentistry.....	1,258	1,175	-7	5	5
Law.....	1,095	953	-13	10	9
Forestry.....	107	93	-14	3	3
Agriculture.....	1,570	1,353	-14	9	10
Nursing.....	212	153	-20	7	4
Veterinary Medicine.....	162	103	-37	2	2
Banking.....	250	0	-100	1	0

It is to be questioned whether the small increases or decreases in the nine courses from Social Service down to Dentistry are significant as a certain margin must be allowed to such factors as slight misinterpretations, incomplete records, etc., but the differences in the case of the others are large enough to cover such factors. It would seem therefore, that eight courses have shown increases, nine courses have remained stationary while six courses have decreased. It is noteworthy that with the exception of "other short courses", the courses showing the greatest rate of increase are connected with academic or technical teaching, since courses in household Science are often taken for this purpose, while the remaining courses showing increase are either straight academic work (Preparatory and Arts, etc. and Correspondence for the most part) or connected with the fine Arts (Music); while all the "Learned Professions" and business courses are represented among those showing decreases. The increases in the courses connected with school work are most significant. Without counting the prospective teachers in the Arts and Science Courses, in Music and also the teachers in Correspondence courses, it is noticeable that there are 3,704 students in Pedagogy, and Short Courses for teachers. This is equivalent to almost one-fourteenth of the number of teachers engaged in the schools of Canada in 1923.

CHAPTER V.—PRIVATE SCHOOLS

Section 13 (tables 131 to 142) includes the statistics of two private schools: (1) elementary and secondary schools which do the same class of work as ordinary day schools under public control (that is, purely academic work); and (2) business colleges, the function of which is to give training in commercial subjects, the training being of a purely vocational nature. The distinction between the two classes is not always hard and fast, as may be seen in the table below, showing the subjects of study in the public and two kinds of private schools.

For the year ended June, 1923 reports were received from 122 private elementary and secondary schools and 105 business colleges. The enrolment in the former was 15,354 (5,141 boys and 10,213 girls) of whom 4,276 (out of 12,697 reported by residence) were in residence; the enrolment in the latter was 17,648 (5,841 male, 9,431 female the rest being unspecified by sex). It is noticeable that there is a preponderance of the female sex in both classes of private schools, and that in the private elementary and secondary schools females are in a majority of almost two to one.

A comparison between the subjects of study taken at these schools and at public schools is very illustrative. In the 1922 report the number taking the different subjects in order of size in the different classes of institutions was shown. The following figures for 1923 retain the order of 1922 to show the changes since that year.

NUMBER TAKING THE FOLLOWING SUBJECTS, 1923

Order of Size 1922	Private Elementary and Secondary Schools		Secondary Public Schools		Private Business Colleges	
1	English.....	3,923	English.....	86,229	Shorthand.....	8,879
2	Algebra.....	3,255	Algebra.....	66,291	Spelling.....	9,373
3	French.....	3,212	History.....	70,208	Typewriting.....	8,756
4	Latin.....	3,020	Arithmetic.....	39,944	Pennmanship.....	8,029
5	Physical Culture.....	2,831	French.....	65,492	Correspondence.....	8,029
6	Geometry.....	2,629	Geometry.....	50,365	Office routine.....	5,400
7	Music.....	1,607	Latin.....	56,610	Rapid calculation.....	5,430
8	Arithmetic.....	1,568	Physical Culture.....	37,267	Business papers.....	4,328
9	British History.....	1,704	General Geography.....	35,617	Filing.....	5,485
10	Canadian History.....	1,424	Art.....	24,170	Book-keeping.....	5,236
11	Physics.....	1,208	Botany.....	23,559	Commercial Arithmetic.....	4,590
12	Chemistry.....	1,339	Physics.....	19,885	Business Practice.....	4,006
13	Civics.....	1,052	Chemistry.....	10,437	Commercial Law.....	2,975
14	General Geography.....	1,083	Zoology.....	7,759	English Composition.....	3,122
15	Oral French.....	1,958	Manual Training.....	6,727	Adding Machine.....	2,108
16	Church History.....	1,295	Household Science.....	7,201	Secretarial duties.....	1,300
17	Ancient History.....	1,405	Book-keeping.....	4,017	Banking.....	1,313
18	Physical Geography.....	899	Shorthand.....	4,041	Arithmetic of Invest-ment.....	1,909
19	Art.....	687	Typewriting.....	3,321	Mimeograph.....	1,042
20	Botany.....	1,090	Trigonometry.....	8,167	Auditing.....	1,313
21	Elementary Science.....	604	Elementary Science.....	4,957	Rapid Calculator.....	880
22	Elocution.....	400	Physiology.....	3,220	French.....	1,475
23	Domestic Science.....	693	Military Drill.....	4,458	Dietaphone.....	449
24	Military Drill.....	2,081	Agriculture.....	2,140	Business Management.....	903
25	Religious Instruction.....	237	German.....	2,473	English Literature.....	761
26	Trigonometry.....	289	Music.....	1,917	Mechanical Book-keep- ing.....	522
27	German.....	271	Practical Mathematics.....	2,756	Commercial Geography.....	347
28	Shorthand.....	285	Business Law.....	389	Economic Geography.....	59
29	Typewriting.....	287	Greek.....	330	Civics.....	308
30	European History.....	234	Spanish.....	330	History of Commerce and Industry.....	141
31	Book-keeping.....	449			Slide rule.....	9
32	Zoology.....	185			Economic theory.....	188
33	Business law.....	96				
34	Mechanical Drawing.....	105				
35	Psychology.....	71				
36	Physiology.....	317				
37	Manual training.....	65				
38	Greek.....	99				
39	Spanish.....	66				
40	Agriculture.....	20				
41	French History.....	35				
42	Oral Spanish.....					
43	Italian.....					
44	Swedish.....					
	Total Sample.....	4,785		89,383		

It is noticeable that in private elementary and secondary schools the order has not changed materially since 1922 except in the case of religious instruction which shifted from 25th to 7th place. Oral French has also shifted from 15th to 8th place, while elementary science made some headway. The insignificance of the positions held by manual training, domestic science, commercial subjects and other practical subjects is remarkable. The position of the subjects in public secondary schools is especially interesting in view of the increasing tendency from year to year in the different provinces to offer electives. This tendency seems to be detrimental to mathematical subjects and favourable to history, French and Latin. In business colleges the size of each subject should be compared with the largest subject, spelling. If "correspondence" be regarded as training in English over and above the English Composition and literature it will be seen that these business colleges may be regarded as offering a considerable amount of academic training.

APPENDIX.—SUMMARY OF EDUCATIONAL LEGISLATION IN THE DIFFERENT PROVINCES, 1923

PRINCE EDWARD ISLAND

(Nil.)

NOVA SCOTIA

The Technical Education Act.—Chapter 32 repeals subsection 1, Section II of Chapter I of 1907 in reference to the "Technical Education Act". By the new subsection the corporation known as The Nova Scotia Technical College consists of the professors of the institution, the representative of any university selected by the Council and a member of the Alumni Association of the college appointed by the Council.

The Educational Act.—Chapter 52 amends Chapter 9 of 1918 as follows: the sum allowed to a teacher acting as librarian of the school library is raised to a limit of \$10 or \$15. Every district board shall have power to organize a *rural high school department* for several rural or village school sections in one central school section of the group federating for high school instruction provided there are at least five school sections which desire thus to federate. Different District Boards may cooperate in organizing such federation. The said rural high school shall be generally directed in its policy by a *Board of Directors* consisting of three trustees of the school section in which the high school department is situated and a representative of each of the other federating sections appointed by its trustees. The federated sections other than the central one shall thus be relieved from providing instruction in their respective schools beyond grade VIII, and shall contribute in consideration thereof for the support of the said high school department a sum not exceeding a fifth of the minimum salary fixed for each rural school in the federation. The balance necessary to sustain the high school department shall be provided by the central school section in which the Department is situated.

The trustees of secondary schools of specified standing shall further participate in the municipal school fund. School rates shall include any sum which may be deemed necessary to secure the conveyance of pupils from their own section to the school or schools of any other section, and the proper tuition of such pupils in such other schools, in lieu of maintaining a school room and teacher in the section, providing such arrangement is under proper authority. The Council of Public Instruction shall have power to make regulations relating to *free Public libraries in school sections*. This library to be deemed a part of the school or schools of the section.

School sections are to be "urban" (incorporated cities and towns), "Village" (all other sections with more than one teacher) and "Rural" (sections with only one teacher).

A subsection is substituted relating to employment of children over 13 years. The principal addition to the original subsection is the requirement that an employment certificate shall be only issued on condition that the child obtaining it attend the *Evening Technical or other Classes approved by the Board or conducted under the regulations of the Council of Public Instruction*. On violation of any such condition the certificate may be cancelled.

The section providing for the appointment of a truant officer is repealed and a section substituted requiring the Board to appointment of a *school attendance officer*, also empowering the council to appoint a *chief attendance officer*. The provision is also made for attendance officers appointed by the municipality on resolution of trustee board. This officer may be accepted by a school section instead of appointing its own officer.

NEW BRUNSWICK

Vocational Education Act.—Chapter 27 revises and consolidates the Acts respecting Vocational education. In the "Interpretation," *prevocational education* is defined as "any education the controlling purpose of which is to enable a child who has reached the age of 12 years with the help of its parents and teachers, to wisely select its course of study and training." *Vocational education* is defined as "any education the controlling purpose of which is to fit for profitable employment and shall include industrial, agricultural, art and commercial education, and education in the fisheries and home economics. The prevocational school is designed to hold the pupils from 12 to 14 years of age, who wish to enter industry early, for the purpose of extending their general education. For the purpose of administering the Act the Board of Education shall appoint a *Vocational Board* of eight members including the Chief Superintendent of Education,

the principal of the Normal School and the Deputy Minister of Agriculture. Upon the application for the establishment of a Vocational School being approved, a local *vocational committee* for the establishment and administration of such vocational school shall be appointed by the Local School Board. Two or more school boards upon approval may co-operate, or a School Board may co-operate with a municipality to establish a Vocational School under a *joint Vocational Committee*. Any county may establish a *County Vocational School or Schools*. Each Vocational Committee shall appoint a *Director* who shall be head of the Vocational Schools organized by the committee. The Board of Education may provide facilities at the Normal School or elsewhere for the training of Vocational teachers. Vocational training thus provided must be under college grade, and in the case of day or part time classes shall be restricted to persons over 14 and under 25; and of evening classes to persons over 16 years. Government grants are extended for vocational education: to the extent of 60 per cent of salaries of teachers in Cities and Towns with a population (by last decennial census) of over 6,000, 66 $\frac{2}{3}$ in towns of not less than 2,000 nor more than 6,000; 75 per cent in towns and districts of less than 2,000, and also in County Vocational Schools. For equipment, 50 per cent; for buildings (before June 30, 1925) an amount not to exceed 50 per cent of the total grant accruing to the province before June 30, 1925, under the terms of The Technical Education Act of Canada, 1919. School boards that have paid fees for tuition shall be reimbursed by the province to the extent of $\frac{2}{3}$ the expended sum in payment of such tuition class.

Schools Act.—Chapter 28 amends Chapter 5 of 1922 by adding a subsection providing for privileges free of charge for children from 4 to 6 years of age inclusive in Kindergarten Department. The teacher employed shall have no claim upon the provincial fund but shall be wholly paid by the board of school trustees; and until otherwise provided, it shall not be necessary for such teachers to hold a teachers' license under this Act.

The Schools Act of 1922 is further amended by Chapter 29, in respect of agricultural education. One subsection in this amendment provides that the work of elementary agricultural education shall be under the general supervision of a Director of Elementary Agricultural Education, and further provides that certificates in Elementary Agriculture and Horticulture be awarded to teachers upon satisfactory completion of a course covering two sessions at the New Brunswick Rural Science School or at an approved similar institution.

QUEBEC

Director of Protestant Education.—Chapter 33 provides that the Protestant Secretary of the Department of Public Instruction shall under the supervision and control of the Superintendent, be at the same time Director of Protestant Education in the Province.

Elementary School Fund.—Chapter 34 amends Article 2,947 R.S. 1,909 as amended by providing that until the elementary school fund produces a net yearly income of \$175,000, there shall be granted by His Majesty yearly the sum of \$250,000 (instead of \$200,000) out of the consolidated reserve fund.

Pedagogical Institute.—Chapter 40 provides for an annual grant for fifteen years of \$25,000 to the *Dames Religieuses de la Congregation de Notre-Dame de Montreal* to aid them to establish and maintain a pedagogical institute or superior normal school in the city of Montreal.

ONTARIO

Adolescent School Attendance Act.—Chapter 55 amends this Act by adding a subsection freeing from obligation to attend school under section 3 any adolescent whose parents or guardians reside in a rural school section and whose services are required in the household or on the farm of his parents or guardians, and adolescents exempt under this section shall not be required to obtain home permits.

Grant for the Promotion of Medical Research.—Chapter 56 provides for an annual grant to the University of Toronto for the promotion of Medical research. A research fund is created known as the Banting and Best Research fund to the value of \$10,000 paid annually from the consolidated revenue fund.

MANITOBA

The Public Schools Act.—Chapter 34 amends the Public Schools Act with reference chiefly to definition of "non-resident pupils," conveyance in consolidated and union districts, elector's oath of qualification, and agreement with teachers.

¹ This is not the fund from which the ordinary grants to the elementary schools are paid but one which provides "Special" grants for school buildings, etc.

DOMINION BUREAU OF STATISTICS

SASKATCHEWAN

The School Act.—Chapter 38 amends the School Act. One provision of this amendment is to the effect that the board of any district may enter into agreement with the board of another district for the education of the children of its district who have passed Grade VII upon such terms as may be mutually agreed upon and approved by the Minister. The provisions of the section shall not apply in the case of a child classified in Grade VIII except with the consent of the parent or guardian.

The School Attendance Act.—Chapter 40 amends the School Attendance Act. The chairman of the board of a district shall be deemed the local attendance officer in the event of one not being appointed or failing to act. The Minister's powers to appoint local attendance officers are no longer confined to districts not included with any town district. The local attendance officer of every rural or village district is made responsible for ascertaining and reporting the name, age and sex of every child over the age of 7 and under 15 years residing in the district. No action (unless by resolution of the board) further than warning one of the parents or guardians is necessary in the case of a child who has been in attendance 80 per cent of the possible attendance for the month.

The School Assessment Act.—Chapter 41 amends this Act particularly in limiting the rate of taxation set by the school board to 20 mills; it also empowers the Minister to pay arrears of debenture and deduct the sums so paid from moneys otherwise payable by the Minister to the district.

The School Grants Act.—Chapter 42 amends this Act particularly in reference to schools not in operation for at least 200 teaching days during the year, the rate of grant per teaching day to which shall be reduced by as many cents as the number of teaching days on which the school is legally open in less than 200, providing the reduction be no more than 50 cents per teaching day.

ALBERTA

The School Act.—Chapter 35 amends the School Act by empowering the school board of a district to extend the benefits of free medical, dental and surgical treatment to children of pre-school age at the request of the Council of any town or city and at the expense of such town or city.

BRITISH COLUMBIA

Public Schools Act.—Chapter 60 amends this Act. Where by arbitration the salary of a teacher in any year is fixed at an amount greater than the amount estimated for the salary in the estimates of ordinary expenses for that year, and where the moneys raised together with the grant are insufficient to meet the increase in the salary of the teacher, the amount of increase shall be paid from the ordinary revenue of the municipality. The other amendments deal principally with auditor's powers, assessment and teacher's contract.

PART II—STATISTICAL TABLES.

IIème PARTIE—TABLEAUX STATISTIQUES.

1. SUMMARY OF SCHOOL ACCOMMODATION, ENROLMENT AND AVERAGE ATTENDANCE IN ALL EDUCATIONAL INSTITUTIONS

1. Summary of Education in Canada by Provinces, 1923 or latest year reported

1.—Résumé Statistique de l'instruction publique au Canada, par provinces, chiffres de 1923, ou du dernier rapport

NUMBER OF PUPILS ATTENDING EDUCATIONAL INSTITUTIONS
NOMBRE D'ÉLÈVES OU D'ÉTUDIANTS DE TOUTES LES ÉCOLES ET INSTITUTIONS ENSEIGNANTES

No.	Type of Institution	P.E.I. I.P.-É.	N.S. N.-É.	N.B. N.-B.	Quebec Québec	Ontario
1	Ordinary Day Schools under Public Control.....	17,742	114,458	78,753	¹ 482,346	² 654,893
2	Agricultural, Commercial, Industrial and other Technical Schools, including all evening schools but not short courses in Universities and Colleges.....	177	³ 3,807	⁴ 1,227	⁵ 12,032	⁶ 48,010
3	Schools for teacher-training.....	347	372	459	1,389	⁷ 3,098
4	Indian Schools.....	37	293	270	¹⁸ (1,599)	3,850
5	Schools for the blind and deaf.....	¹⁹ 9	172	¹³ 70	622	456
6	Business Colleges (Private).....	—	456	593	¹⁵ (3,043)	8,149
7	Private Elementary and Secondary Schools.....	660	1,156	418	¹⁶ 53,667	6,475
8	Preparatory courses at Universities and Colleges.....	40	332	286	¹⁷ —	3,329
9	Short, special and correspondence courses at Universities and Colleges.....	50	671	—	¹⁸ 1,943	3,690
10	Classical colleges.....	—	—	—	¹⁹ 9,942	—
11	Affiliated, professional and technical colleges (regular courses).....	—	310	—	²⁰ 2,026	²¹ 3,472
12	Universities (regular courses).....	181	1,455	736	²² 6,659	11,269
	Grand total (excluding duplicates).....	19,243	123,482	82,812	570,636	746,691
	Population of 1921.....	88,615	523,837	387,876	2,361,199	2,933,662

¹ Including 477,038 in primary schools under control of commissioners and trustees and 5,308 in Nursery schools most of which are under control. ² Including Public Separate, Continuation and High Schools and Collegiate Institutes, all day courses—figures of calendar year 1922 for the Public and Separate schools and of the school year 1922-23 for the other schools. ³ Including rural science summer courses, 376; correspondence courses, 447; Short term courses, 6; Evening technical and coal-mining schools, 2,978. ⁴ Including 246 in day and 951 in evening technical schools. The number in agricultural schools is not included. ⁵ Including 6,452 in night schools: 2,261 in dress cutting and dressmaking schools; and 3,319 in schools of arts and trades—figures of 1921-22. ⁶ Including 6,982 in full time day courses, 574 part time day courses, 1,427 in day special courses and 33,511 in evening courses at industrial, technical and art schools, 2,263 in night elementary schools, 1,709 in night high schools and 1,539 in the agricultural schools figures of 1922-23. ⁷ Including 1,535 in day and 1,950 in evening technical schools. ⁸ Including 1,292 in day and 1,069 in evening technical schools. ⁹ Including 1,328 in day and 2,050 in evening technical schools, 392 in correspondence department and 368 in agricultural schools. ¹⁰ Including 1,688 in day, 3,696 in evening and 152 in correspondence vocational courses. ¹¹ Including Normal Schools, 2,429; and Model Schools 669, over and above 30 extra-mural students not counted, but not the Colleges of Education figures of which are included with those of Universities. ¹² The total includes 230 in N.W.T. and 239 in Yukon. ¹³ In institutions at Halifax, N.S., but supported by the province. ¹⁴ Including 478 in institutions for the blind and 1,157 in institutions for the deaf. For further details see Table 90. ¹⁵ Not added in the totals as it is not certain whether or not they are included elsewhere. ¹⁶ Called "independent schools", that is, independent of the control of commissioners and trustees. ¹⁷ Included with the figures of classical colleges and private schools. ¹⁸ Including 1,201 in evening courses at technical schools: 192 in special courses at technical schools: 250 in short courses at agricultural colleges; and 300 in evening courses at the school of H.C.S. ¹⁹ Including classical colleges, 9,321 and classical independent schools, 621. ²⁰ Including 461 in dairy schools, 733 in regular courses at the technical schools, 319 in regular courses at the college of agriculture, 121 in regular courses at the school for Higher Commercial Studies, 392 in Independent Schools where Superior Education is given, 1922-23. ²¹ Excluding duplicates between universities and colleges. ²² Excluding duplicates between Universities and Colleges. ²³ Excluding preparatory and short courses and such other figures as have already been included in items 10 and 11. ²⁴ Excluding business colleges and Indian Schools in Quebec and including Indian Schools in N.W.T. and Yukon.

1. ÉCOLES DE TOUTES CATÉGORIES, INSCRIPTIONS ET FRÉQUENTATION MOYENNE DES INSTITUTIONS ENSEIGNANTES

1.—Summary of Education in Canada by Provinces, 1923 or latest year reported

1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1923 ou du dernier rapport

NUMBER OF PUPILS ATTENDING EDUCATIONAL INSTITUTIONS
NOMBRE D'ÉLÈVES OU D'ÉTUDIANTS DE TOUTES LES ÉCOLES ET INSTITUTIONS ENSEIGNANTES

Manitoba	Sask.	Alberta	B.C. — C.-B.	Total	Type d'institution	No.
142,369	194,313	148,045	94,888	1,927,807	Écoles primaires et maternelles, placées sous le contrôle administratif.	1
7 3,485	8 2,361	9 4,138	10 5,536	80,773	Écoles agricoles, commerciales, industrielles et techniques, comprenant toutes les écoles du soir à l'exception des cours abrégés des collèges et universités.	2
637	1,571	1,033	672	9,578	Écoles pour la formation des instituteurs.....	3
2,002	1,499	1,074	2,630	12 13,723	Écoles Indiennes.....	4
114	68	54	70	14 1,635	Écoles pour les sourds et les aveugles.....	5
1,840	676	2,082	809	17,648	Collèges commerciaux privés.....	6
505	2,656	2,242	1,241	69,020	Écoles privées élémentaires et secondaires.....	7
279	103	651	64	5,093	Cours préparatoire au collège et à l'université.....	8
1,745	549	328	365	9,341	Cours abrégés et par correspondance des collèges et universités	9
—	—	—	—	9,942	Collèges classiques.....	10
835	22 72	107	121	6,943	Collèges affiliés, professionnels et techniques (cours réguliers)	11
1,936	855	1,013	1,194	25,298	Universités (cours réguliers).....	12
155,747	204,723	160,767	107,590	24 2,172,628	Grand total (sans double emploi)	
610,118	757,510	588,454	524,582	8,788,483	Population en 1921	

¹ Y compris 477,038 dans écoles primaires sous le contrôle de commissaires ou de syndics et 5,308 dans les écoles maternelles, dont la plupart sont sous contrôle administratif. ² Comprenant les écoles publiques, séparées, de continuation, les hautes écoles, les instituts collégiaux, tous les cours du jour. Chiffres de l'année civile 1922 pour les écoles publiques et séparées, et de l'année scolaire 1922-23 pour toutes les autres écoles. ³ Comprenant écoles de science rurale, cours d'été (376); correspondance (447); cours abrégés (6); écoles techniques et de l'industrie minière, cours du soir (2,978). ⁴ Y compris 246, cours du jour, et 981, cours du soir des écoles techniques. ⁵ Incluant 6,452 dans les écoles du soir; 2,261 dans les écoles de coupe et de couture, et 3,319 dans les écoles d'arts et métiers—chiffres de 1921-22. ⁶ Comprenant 6,982 dans cours permanents du jour; 574 dans les cours partiels du jour; 1,427 dans les cours spéciaux du jour; 33,511 dans les cours du soir des écoles industrielles et techniques; 2,263 dans les écoles élémentaires du soir; 1,709 dans les hautes écoles du soir, et 1,579 dans les écoles d'agriculture — chiffres de 1922-23. ⁷ Comprenant 1,535 dans les écoles techniques du jour et 1,950 dans les écoles du soir. ⁸ Comprenant 1,292 dans les écoles techniques du jour et 1,069 dans les écoles du soir. ⁹ Comprenant 1,328 dans les écoles techniques du jour, 2,050 dans les écoles techniques du soir 392 dans cours par correspondance et 368 dans les écoles d'agriculture. ¹⁰ Comprenant 1,688 dans les cours du jour, 3,696 dans les cours du soir et 152 dans les cours d'apprentissage par correspondance. ¹¹ Y compris les écoles normales, 2,429; les écoles modèles, 669; mais non 80 externes des collèges, les chiffres de ceux-ci figurent avec les universités. ¹² Le total comprend 230 des T.N.-O. et 289 du Yukon. ¹³ Institution d'Halifax, N.-E., mais subventionnée par la province. ¹⁴ Y compris 478 dans les institutions des aveugles et 1,157 dans les institutions des sourds-muets. Pour plus amples détails, voir tableau 90. ¹⁵ Ne figurent pas dans les totaux, car il n'est pas sûr si ces chiffres sont compris ailleurs ou non. ¹⁶ "Écoles indépendantes" ainsi appelées parce qu'elles échappent au contrôle des commissaires et des syndics. ¹⁷ Compris avec les collèges classiques et les écoles privées. ¹⁸ Comprenant 1,201 dans les cours du soir des écoles techniques; 192 dans les cours spéciaux de ces mêmes écoles; 250 dans les cours abrégés des collèges agricoles et 300 dans les cours du soir des écoles des H.E.C. ¹⁹ Y compris 9,321 dans les collèges classiques et 621 dans les écoles indépendantes. ²⁰ Y compris 461 dans les écoles d'industrie laitière; 733 dans les cours réguliers des écoles techniques; 319 dans les cours réguliers des collèges d'agriculture; 121 dans les cours réguliers des Hautes études commerciales; 392 dans les écoles indépendantes où l'enseignement supérieur a été pratiqué en 1922-23. ²¹ A l'exclusion du double emploi entre les universités et les collèges. ²² A l'exclusion des cours préparatoires et abrégés et autres chiffres qui figurent déjà aux nos 10 et 11. ²³ A l'exclusion des collèges commerciaux et des écoles indiennes de Québec, mais comprenant les écoles indiennes du T.N.-O. et du Yukon.

DOMINION BUREAU OF STATISTICS

1.—Summary of Education in Canada by Provinces, 1923 or latest year reported—Concluded
 1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1923 ou du dernier rapport—Fin

DISTRIBUTION AND ATTENDANCE OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
 RÉPARTITION ET ASSIDUITÉ DES ÉLÈVES DES ÉCOLES GÉNÉRALES SOUS LE CONTRÔLE ADMINISTRATIF

No.	—	P.E.I.	N.S.	N.B.	Quebec	Ontario
		I.P.-É.	N.-É.	N.-B.	Québec	
1	Number of Boys enrolled.....	9,010	57,094	1 37,230	2 260,449	3 334,621
2	Number of Girls enrolled.....	8,732	57,364	1 38,284	2 270,256	3 327,259
3	Total in the first six grades.....	13,449	88,459	4 32,749	—	3 469,211
4	Total in intermediate and secondary grades.....	4,620	25,919	4 9,210	—	3 192,669
5	Total in secondary grade.....	1,737	12,088	4 3,269	—	3 69,455
6	Boys in secondary grade.....	679	4,715	4 1,315	—	5 24,708
7	Girls in secondary grade.....	1,058	7,373	4 1,954	—	5 28,700
8	Number of pupils in graded schools.....	6,610	73,566	7 39,047	—	—
9	Number of pupils in ungraded schools.....	11,132	40,892	7 36,467	—	—
10	Average daily attendance.....	11,763	83,472	53,611	421,604	470,073
11	Average (median) number of days each pupil attended during year. ⁹	143.4	150.8	149.2	8 —	8 —
12	Average number of days schools were open during year	192	196	190	—	—
13	Percentage of total attendance in average attendance ⁹	66.3	72.8	68.1	79.4	71.8

TEACHERS, ACCOMMODATION AND EXPENDITURE IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL.
 PERSONNEL ENSEIGNANT, LOCAUX ET DÉPENSES DES ÉCOLES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF

No.	—	P.E.I.	N.S.	N.B.	Quebec	Ontario
		I.P.-É.	N.-É.	N.-B.	Québec	
1	Teachers in Schools under Public Control.....	613	3,237	2,298	17,727	16,615
2	Male Teachers.....	131	277	194	2,760	2,477
3	Female Teachers.....	482	2,960	2,104	14,967	14,138
4	Number of School Districts.....	471	1,765	1,332	7,449	—
5	Number of School houses.....	471	1,914	—	7,695	7,301
6	Number of class-rooms in operation.....	611	3,036	2,108	13,824	—
7	Number of ungraded one-room Schools.....	412	1,445	1,193	—	4,971
8	Average number of pupils to a class-room.....	29	38	37	38	—
9	Total Expenditure on Education.....	499,550	3,487,943	2,674,377	23,972,197	41,416,804
10	Total Expenditure on Education by Governments...	296,836	649,363	386,883	2,604,409	4,040,035
11	Total Expenditure on Education by Ratepayers, etc.	202,714	2,838,580	2,287,494	21,367,788	10,376,769
12	Expenditure on Teachers' Salaries.....	—	1,748,106	—	—	20,915,594
13	Average Annual Cost per pupil enrolled ¹²	28.17	30.42	33.96	42.02	63.25
14	Average Annual Cost per pupil in daily attendance ¹²	42.49	41.79	50.03	53.05	88.04

¹ Unspecified by sex in N.B. 3,239. ² Including independent as well as other primary schools. The sex was not specified separately for independent and controlled schools. ³ Including Day elementary and secondary schools; the latter include day vocational full time pupils. ⁴ Out of 41,959 of which the classification for the whole year was reported. ⁵ Not including vocational schools. ⁶ The classification of the remainder was not reported by sex. ⁷ Out of 75,514 of whom the classification for the year was reported. ⁸ These provinces do not give data from which this item can be estimated. The percentage of attendance alone is no clue to the matter since the actual number of days the schools were open might be much shorter in one province than in another. However, see Census table 24 which shows that a larger percentage of the children of these three provinces attended schools for 7 to 9 months than of those of other provinces. ⁹ These figures are computed from any single set of figures can give; however the median number of days attendance computed thus would seem to give a better conception of the state of regularity of attendance than a percentage of attendance can give. Both these methods of arriving at results are faulty by reason of duplications in the enrolment. In the provinces of N.S., N.B., Sask., and Alta., the aggregate days attendance is given. This does away with the question of duplication to the extent of giving a true average daily attendance when the number of days school was open is known; but as there is no non-duplicated enrolment with which to compare this average, computations of regularity from this aggregate would involve a larger error than is made by the above computations. The addendum to Table 8 will show that about 25 p.c. of the pupils who attended less than 100 days, were pupils who left the school during the year. Some or most of these would be enrolled in other schools in the province later on in the year; that is, would be registered the second time, and thus would help to increase still more the number who had attended less than 100 days. ¹⁰ Of this \$12,805,773 is from such source as clergy reserve fund, etc. ¹¹ Not including notes. ¹² The average cost per pupil is of course only roughly approximate and not strictly comparable for different provinces; for example debentures play a large part in the cost in the prairie provinces. These being payment in debts incurred in the past strictly should not be charged to the pupils' attendance during the year.

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dernier rapport—Fin

DISTRIBUTION AND ATTENDANCE OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
RÉPARTITION ET ASSIDUITÉ DES ÉLÈVES DES ÉCOLES GÉNÉRALES SOUS LE CONTRÔLE ADMINISTRATIF

Manitoba	Sask.	Alberta	B.C. — C.B.	Total	—	N ^o
—	98,651	74,558	48,083	919,696	Nombre de garçons inscrits.....	1
—	95,632	73,487	46,805	917,819	Nombre de filles inscrites.....	2
113,969	157,976	114,446	66,097	—	Total dans les six premiers degrés.....	3
28,400	35,906	33,599	28,891	—	Total dans les degrés intermédiaires et secondaires..	4
12,803	13,547	12,262	9,220	—	Total dans le degré secondaire.....	5
6 5,367	5,519	5,286	4,046	—	Garçons dans le degré secondaire.....	6
6 7,242	8,028	6,976	5,174	—	Filles dans le degré secondaire.....	7
98,671	94,516	80,315	84,271	—	Nombre d'élèves dans les écoles à classes multiples..	8
43,698	96,867	67,730	10,617	—	Nombre d'élèves dans les écoles à classes non-mul- tiples.....	9
98,787	130,499	105,364	77,752	1,452,925	Moyenne de fréquentation quotidienne.....	10
154.6	147.1	150.9	8. —	—	Moyenne du nombre de jours d'assiduité de chaque élève pendant l'année.	11
192	193	185	—	—	Moyenne du nombre de jours pendant lesquels les écoles ont été ouvertes durant l'année.	12
69.4	67.2	71.2	81.9	73.5	Pourcentage de la fréquentation totale en fréquenta- tion moyenne.	13

TEACHERS, ACCOMMODATION AND EXPENDITURE IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
PERSONNEL ENSEIGNANT, LOCAUX ET DÉPENSES DES ÉCOLES GÉNÉRALES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF

Manitoba	Sask.	Alberta	B.C. — C.B.	Total	—	N ^o
3,936	7,693	5,669	3,118	60,906	Instituteurs et institutrices des écoles contrôlées.....	1
1,046	2,091	1,375	729	11,080	Instituteurs.....	2
2,890	5,602	4,294	2,389	49,826	Institutrices.....	3
2,106	4,573	3,318	744	—	Districts scolaires.....	4
1,982	—	2,995	1,044	—	Maisons d'école.....	5
3,826	5,983	4,729	2,961	53,000	Nombre de salles de classes occupées.....	6
1,364	—	2,703	652	—	Nombre d'écoles à classe unique.....	7
37	33	31	32	37	Moyenne du nombre d'élèves dans une classe.....	8
11 10,210,076	11 12,880,705	11 9,901,015	7,630,009	112,672,676	Total des dépenses pour l'Instruction publique.....	9
1,011,048	1,779,228	1,241,518	3,176,686	15,186,006	Dépenses à la charge du gouvernement.....	10
11 9,199,028	11 11,107,477	11 8,659,497	4,453,323	97,492,670	Dépenses directement supportées par les contribu- bles, etc.	11
5,081,809	7,223,117	5,428,826	—	—	Traitement du personnel enseignant.....	12
71.71	70.03	60.14	80.40	34.34	Coût moyen par élève inscrit et par an.....	13
103.36	108.20	84.70	98.13	74.00	Coût moyen par élève présent et par an.....	1

¹ 3,239 au N.-B. dont le sexe n'est pas indiqué. ² Y compris les écoles indépendantes aussi bien que les écoles primaires. Il n'est pas tenu compte de la distinction des sexes dans les écoles indépendantes ni dans les écoles sous le contrôle administratif. ³ Comprendant les écoles de jour élémentaires et secondaires. ⁴ Sur 41,959 classifiés pour l'année entière. ⁵ Non compris les écoles d'apprentissage. ⁶ Le sexe n'est pas indiqué pour le reste du total. ⁷ Sur 75,514 classifiés pour l'année entière. ⁸ Ces provinces n'ont pas fourni les renseignements nécessaires pour établir une moyenne. Le pourcentage d'assiduité seul n'est pas un guide infallible, puisque le nombre réel des jours d'ouverture des écoles peut varier d'une province à l'autre. Voir les tableaux du recensement, 24, lesquels prouvent qu'un plus fort pourcentage des enfants de ces trois provinces ont fréquenté les écoles de 7 à 9 mois. ⁹ Ces chiffres sont basés sur les périodes d'assiduité des élèves durant l'année. Voir tableau 8. Ces tableaux donnent une bien meilleure idée de l'assiduité que de simples chiffres. Cependant que la moyenne des jours d'assiduité ainsi calculée semblerait donner une meilleure conception de l'assistance régulière qu'un pourcentage d'assiduité. Toutefois, ces méthodes sont défectueuses en raison du double emploi dans l'inscription. Dans les provinces de la N.-E., du N.-B., de la Sask., et de l'Alb., la totalité des jours de présence est donnée, supprimant ainsi la question du double emploi, en donnant la moyenne véritable de la fréquentation quotidienne, quand le nombre des écoles de jour est connu. Mais, comme il n'y a pas de non double emploi d'inscription avec lequel nous puissions comparer cette moyenne, il résulterait de plus grandes erreurs en se servant du total comme base de computation que par la méthode actuelle. Les chiffres du tableau 8 prouveront qu'à peu près 25 p.c. des élèves qui ont fréquenté les écoles moins de 100 jours étaient des élèves qui ont abandonné la classe durant l'année. Quelques-uns ou la plupart d'entre eux seraient un peu plus tard inscrits dans d'autres écoles de la province, c'est-à-dire qu'ils seraient inscrits pour la deuxième fois durant l'année et cette seconde inscription contribuerait encore davantage à augmenter le nombre de ceux qui fréquentent l'école moins de 100 jours. ¹⁰ Dont \$12,805,773 proviennent de fonds de réserve du clergé, etc. ¹¹ A l'exclusion des billets souscrits. ¹² La moyenne du coût par élève n'est qu'approximative et diffère avec les provinces. Par exemple, dans les provinces des prairies, les intérêts payés sur des obligations émises depuis nombre d'années, alourdissent considérablement le budget scolaire. Équitablement, on ne devrait pas faire figurer ces sommes dans la computation du coût de l'Instruction publique par élève et par an.

Quebec (1922)—Primary Schools:									
Elementary Schools, Catholic:									
Under control of Commissioners.....	5,562	226	7,081	7,307	—	—	—	221,674	—
Under control of Trustees.....	144	—	125	127	—	—	—	3,795	—
Independent.....	134	—	2	7,206	7,434	114,104	118,849	7,154	—
Total.....	5,822	228	7,206	7,434	114,104	118,849	178,265	76,52	—
Elementary Schools, Protestant:									
Under control of Commissioners.....	495	—	1,556	1,604	—	—	—	44,487	—
Under control of Trustees.....	186	—	—	—	—	—	—	6,694	—
Independent.....	4	—	6	6	—	—	—	68	—
Total.....	685	48	1,562	1,610	26,128	25,121	51,249	37,987	74,12
Model Schools, Catholic:									
Under control of Commissioners.....	566	—	2,613	3,457	—	—	—	100,724	—
Under control of Trustees.....	10	—	—	—	—	—	—	1,055	—
Independent.....	131	—	50	70	—	—	—	13,210	—
Total.....	707	864	2,663	3,527	61,385	53,604	114,989	93,896	81,66
Intermediate Schools, Protestant:									
Under control of Commissioners.....	39	—	11	144	155	—	—	3,257	—
Under control of Trustees.....	12	—	—	—	—	—	—	1,233	—
Independent.....	1	—	—	1	—	—	—	11	—
Total.....	52	12	144	156	2,185	2,316	4,501	3,459	76,55
Academies, Catholic:									
Under control of Commissioners.....	176	—	2,983	4,445	—	—	—	80,392	—
Under control of Trustees.....	206	24	40	64	—	—	—	259	—
Independent.....	384	1,486	3,023	4,509	49,466	63,338	112,804	96,352	85,42
Total.....	766	1,712	6,046	9,018	118,804	122,802	213,401	196,911	181,77
High Schools, Protestant:									
Under control of Commissioners.....	32	104	353	457	—	—	—	10,489	—
Under control of Trustees.....	9	—	16	34	—	—	—	3,049	—
Independent.....	45	18	369	491	7,181	7,028	14,209	671	—
Total.....	86	132	738	982	14,209	14,057	24,707	11,745	82,66
Total Primary Schools under control:									
Roman Catholic.....	6,432	2,532	12,677	15,209	—	—	—	407,829	—
Protestant.....	773	163	2,053	2,216	—	—	—	69,209	—
Total Independent Primary Schools:	—	—	—	—	—	—	—	—	—
Roman Catholic.....									
Protestant.....	481	46	215	261	—	—	—	52,917	—
Total.....	9	19	22	41	—	—	—	750	—
Grand Total Primary Schools...:									
Roman Catholic.....	6,913	2,578	12,892	15,470	224,955	235,791	460,746	368,513	79,98
Protestant.....	822	2,060	2,075	2,287	35,494	34,465	69,959	53,191	76,03
Total.....	7,735	4,638	14,967	17,757	260,449	270,256	530,705	421,604	79,44
Normal Schools:									
Roman Catholic.....	13	51	141	192	169	1,044	1,213	1,116	92,00
Protestant.....	1	7	11	17	3	173	176	167	94,89
Total.....	14	58	145	203	172	1,217	1,389	1,283	91,79
Maternal Schools:									
Roman Catholic.....	26	—	107	107	2,929	2,379	5,308	4,075	76,77
Protestant.....	21	830	—	880	9,321	—	9,321	8,952	92,18
Total.....	47	911	—	987	12,250	—	14,629	13,927	92,43
Classical Colleges (Roman Catholic):									
where classical education is given.....	8	39	—	59	621	—	—	621	574
where superior education is given.....	6	34	—	34	347	—	—	347	339
Universities:									
Roman Catholic.....	2	362	—	362	2,281	991	3,972	—	—
Protestant.....	2	280	26	315	2,418	469	3,587	—	—
Total.....	4	651	26	677	4,699	1,960	6,559	—	—

¹ Including Rural Science Schools, (376); correspondence schools, (447); short term courses (6); evening technical courses and evening coal mining courses (2,978). ² Excluding the students mentioned in note I. The total registration of these colleges was 1,566. ³ Estimated from the total days attendance, the average daily attendance, and the number of days schools were open during the half year. ⁴ Districts, the number of municipalities was 1394 Catholic and 352 Protestant.

¹ Compréant écoles de science rurale (376); correspondance (447); cours abrégés (6); cours du soir (2,427) et écoles des mines (2,978). ² A l'exclusion des étudiants mentionnés dans la note I. Les inscriptions totales dans ces collèges s'élevaient à 1,566. ³ Estimation basée sur l'assistance quotidienne totale, la moyenne d'assistance quotidienne, l'inscription et le nombre de jours d'ouverture des écoles durant les semestres. ⁴ Arrondissements, les nombres des municipalités était 1394 Catholiques et 352 Protestantes.

DOMINION BUREAU OF STATISTICS

2.-Detailed Summary of Educational Institutions in Canada by Provinces, for 1923 or latest year reported.
2.-Résumé détaillé des institutions enseignantes du Canada par provinces, chiffres de 1923 ou du dernier rapport.

Province	Number of School Districts or Institutions	Number of School Houses	Number of Class Rooms	Number of Teachers		Number of Pupils		Average Attendance	Percentage of Attendance	Province
				Male	Female	Male	Female			
Quebec (1922)— <i>Con.</i>										Quebec (1922)— <i>Fin.</i>
Schools for Deaf and Blind:										Ecoles des sourds-muets et aveugles:
Roman Catholic.....	3			50	97	147	230	444	93.87	Catholiques.
Protestant.....	2			15	15	30	52	100	92.45	Protestantes.
Total.....	5			55	112	167	282	548	93.60	Total.
Schools of Arts and Trade (Roman Catholic).	13			56	—	56	1,744	1,548	49.60	Ecoles des arts et métiers (catholiques)
Night Schools:										Ecoles du soir:
Roman Catholic.....	53			129	27	156	3,971	4,660	54.66	Catholiques.
Protestant.....	13			43	—	43	1,054	1,792	63.62	Protestantes.
Total.....	66			172	27	199	5,025	6,452	57.14	Total.
Technical Schools.....	6			90	—	90	2,216	2,240	77.77	Ecoles techniques.
Dress cutting and making Schools (Roman Catholic).	26			—	26	26	—	1,742	77.77	Ecoles de coupe et de confection de vêtements (catholiques).
Agricultural Schools:										Ecoles d'agriculture.
Roman Catholic.....	2			73	—	73	186	157	84.41	Catholiques.
Protestant.....	1			80	24	104	339	402	98.77	Protestantes.
Total.....	3			153	24	177	525	559	94.27	Total.
Schools for Higher Commercial Studies.	1			43	—	43	270	235	84.84	Ecoles des Hautes Etudes Commerciales.
St. Hyacinthe Dairy School.	1			19	—	19	359	359	100	Ecole de laiterie de St-Hyacinthe.
All Schools:	17			127	—	127	—	—	—	Colleges Commercial (privés). ¹
Roman Catholic.....	7,094			4,374	13,290	17,664	249,599	494,603	70.18	Catholiques.
Protestant.....	801			606	2,144	2,750	39,360	75,827	72.52	Protestantes.
Total.....	7,895			4,980	15,434	20,414	288,959	570,430	78.27	Total.
Ontario, Public Schools (1922):										Ontario.—Ecoles publiques (1922):
Rural.....	5,568			757	5,746	6,503	113,862	220,241	64.60	Rurales.
City.....	315			611	3,699	4,310	98,151	145,832	74.80	des cités.
Town.....	253			161	1,414	1,575	37,330	73,677	74.02	des villages.
Village.....	153			92	454	526	12,150	17,515	72.80	des villages.
Total.....	6,289			1,621	11,293	12,914	261,497	512,939	70.48	Total.
Roman Catholic Separate Schools (1922):										Ecoles séparées (catholiques) (1922):
Rural.....	380			511	531	1,042	10,540	20,845	67.07	rurales.
City.....	145			20	840	320	21,929	32,974	76.34	des cités.
Town.....	103			19	445	464	11,369	22,863	73.13	des villages.
Village.....	19			19	445	464	11,369	22,863	73.05	des villages.
Total.....	656			1,119	1,839	1,958	44,728	88,777	73.20	Total.
High Schools (1923)	181			85	238	323	43,818	88,777	82.42	Ecoles de continuation (1923).
Collegiate Institutes (1923)	49			652	768	601	7,056	15,143	83.40	"High Schools" (1923).
Industrial Technical and Art Schools, (1923):	126			—	—	819	13,183	26,493	85.61	Instituts techniques (1923).
Day full time.....	—			—	—	286	3,688	3,299	78.98	Ecoles techniques des industries, des métiers et des arts (1923):
Day part time.....	—			—	—	51	251	323	—	Cours du jour, études régulières.
Day special.....	—			—	—	—	265	1,462	—	Cours du jour, études fréquentant une partie du jour.
Day Total.....	16			—	—	337	4,204	8,988	—	Cours du jour, études spéciales.
Evening Schools.....	51			—	—	1,097	15,125	33,511	—	Cours du soir.

SURVEY OF EDUCATION STATISTICS

9

	21				59					1,108	40-00	
Night Elementary Schools (1923).....	—	—	—	—	—	—	—	—	—	—	—	—
Night High Schools (1923).....	—	—	—	—	82	348	—	—	—	392	22-94	—
Normal Schools (1923).....	7	—	—	—	85	—	—	—	—	—	—	—
Model Schools (1923).....	13	—	—	—	—	64	605	—	—	—	—	—
Agricultural Schools (1923).....	3	—	—	—	—	—	—	—	—	—	—	—
Universities (1923).....	7	—	—	—	1,145	—	—	—	—	—	—	—
Affiliated Colleges (1923).....	14	—	—	—	318	3,532	1,746	—	—	—	—	—
Business Colleges (1923).....	39	—	—	—	248	—	—	—	—	—	—	—
Private Schools (1923).....	38	—	—	—	465	1,947	4,528	—	—	—	—	—
Manitoba (1923):												
Winnipeg Schools.....	1	—	—	—	945	20,014	19,970	—	—	—	—	—
Intermediate Schools.....	105	—	—	—	433	—	—	—	—	11,053	71-50	—
High Schools.....	58	—	—	—	—	—	—	—	—	1,862	83-34	—
Collegiate Departments.....	8	—	—	—	—	—	—	—	—	676	83-43	—
Collegiate Institutes.....	9	—	—	—	—	—	—	—	—	4,036	86-18	—
Junior High Schools.....	11	—	—	—	—	—	—	—	—	1,051	84-21	—
All general Schools.....	8	—	—	—	—	—	—	—	—	142,369	69-39	—
Teachers' Training Institutes.....	2,106	3,826	1,046	2,890	3,936	—	—	—	—	637	—	—
Technical Day Schools.....	5	—	—	—	19	—	—	—	—	1,535	—	—
Technical Evening Schools.....	7	—	—	—	129	—	—	—	—	1,950	—	—
Universities.....	2	—	—	—	49	—	—	—	—	2,844	—	—
Affiliated Colleges.....	1	—	—	—	140	—	—	—	—	1,894	—	—
Business Colleges.....	5	—	—	—	22	100	877	—	—	1,111	—	—
Private Schools.....	3	—	—	—	32	729	1,111	1,840	—	1,505	—	—
Saskatchewan (1923):												
Rural Elementary Schools.....	—	3,831	1,462	3,598	5,060	57,834	53,610	111,474	70,260	—	63-02	—
City Elementary Schools.....	—	508	—	—	—	11,349	10,036	22,385	17,056	—	—	—
Town Elementary Schools.....	—	517	—	—	—	10,311	10,783	21,094	15,334	—	72-97	—
Village Elementary Schools.....	—	848	—	—	—	16,484	16,531	33,015	22,805	—	66-08	—
All Elementary Schools.....	4,573	5,787	1,978	5,519	7,497	95,978	91,960	187,968	125,455	—	66-74	—
Collegiate Invert. Schools.....	22	196	113	83	136	2,673	3,672	6,345	5,044	—	79-50	—
Vocational Schools (Day).....	4	—	—	—	19	—	—	1,292	—	—	—	—
Vocational Schools (Evening).....	4	—	—	—	57	—	—	1,069	—	—	—	—
Teachers' Training Institutes.....	8	—	—	—	50	419	1,152	1,571	—	—	—	—
Universities (1923).....	1	—	—	—	102	—	—	1,380	—	—	—	—
Affiliated Colleges (1923).....	4	—	—	—	26	197	3	200	—	—	—	—
Business Colleges (1923).....	4	—	—	—	20	214	462	676	—	—	—	—
Private Schools.....	8	86	—	—	20	1,207	1,449	2,656	1,779	—	66-98	—
Alberta (1923):												
Town Public Schools.....	57	—	334	1,152	1,486	—	—	—	—	—	—	—
Town Roman Catholic Separate.....	10	—	—	—	—	—	—	—	—	40,575	78-70	—
Other Graded Schools.....	—	—	—	—	—	—	—	—	—	3,456	76-00	—
Ungraded Schools.....	—	2,703	—	—	—	—	—	—	—	17,222	71-61	—
Rural Schools.....	—	—	—	—	—	—	—	—	—	67,730	65-12	—
Total General Schools.....	3,318	4,726	865	2,604	3,469	2,604	73,487	148,035	105,364	—	71-20	—
Normal Schools.....	2	—	1,375	4,294	5,669	74,558	73,487	148,035	105,364	—	—	—
Vocational Schools (Day).....	3	—	—	—	68	—	206	767	1,033	—	—	—
Vocational Schools (Evening) and corres. Universities.....	18	—	—	—	102	—	—	—	—	1,328	—	—
Affiliated Colleges (1923).....	1	—	—	—	125	—	—	—	—	2,242	—	—
Business Colleges (1923).....	4	—	—	—	51	943	31	974	—	1,314	—	—
Private Schools (1923).....	4	—	—	—	38	836	1,246	2,082	—	974	—	—
British Columbia (1923):												
High Schools.....	21	—	—	—	122	1,081	1,161	2,242	—	—	—	—
City Public Schools.....	59	316	213	119	332	4,046	5,174	9,220	—	—	—	—
Rural Municipality Schools.....	33	1,038	200	941	1,141	21,088	20,086	41,174	—	—	—	—
Rural and Assisted Schools.....	38	137	137	640	777	13,287	12,446	25,733	21,977	—	85-50	—
Total General Schools.....	924	688	179	889	9,692	9,692	9,692	18,761	14,604	—	—	—
Normal Schools.....	1,044	2,961	729	2,389	3,118	48,083	46,805	94,888	77,752	—	81-94	—
Vocational Schools (Day).....	2	—	17	4	21	—	—	4,672	—	—	—	—
Vocational Schools (Evening).....	10	—	—	—	85	—	—	1,688	—	—	—	—
Universities.....	29	—	—	—	177	—	—	3,696	—	—	—	—
Affiliated Colleges.....	3	—	—	—	125	—	—	1,559	—	—	—	—
Business Colleges.....	2	—	—	—	75	—	—	105	—	—	—	—
Private Schools.....	5	—	—	—	18	—	—	809	—	—	—	—
Private Schools.....	6	—	—	—	60	142	1,099	1,241	—	—	—	—

1 Not included in total.—1 Non compris dans le total. 2 30 unclassified by sex.—2 30 non spécifiés par sexe.

3. Summary of Education in Cities and Principal Towns of Canada for 1923 or Latest Year Reported.
3. Résumé statistique de l'instruction publique dans les cités et les principales villes du Canada, chiffres de 1923 ou du dernier rapport.

Name of City or Town Cité ou ville	Population, Census of 1921	Number of Pupils Attending General Schools Nombre d'élèves dans les écoles générales				Number of Pupils in Vocational Schools (not included in total general schools) Nombre d'élèves dans les écoles de travaux manuels (non compris dans les écoles générales)			Number of Pupils in High School Grades (included in total General schools) Nombre d'élèves dans les degrés secondaires (compris dans les écoles générales)			Total ⁴ Expenditure — Dépenses totales	
		Boys Garçons		Girls Filles	Total Total	Average Attendance — Moyenne de fréquentation quoti- dienne	Day Courses — Cours de jour	Evening and Corres. Courses — Cours de soir et de corresp.	Total Total	Boys Garçons	Girls Filles		Total Total
Montreal, Que.	618,506	63,481	64,227	127,708	102,403	—	—	—	3,847	—	—	6,273,206 13	
Toronto, Ont.	521,893	55,475	53,888	109,363	80,025	4,709	10,030	14,739	2,143	3,253	8,793 9,446,368 10		
Winnipeg, Man.	170,879	20,014	19,970	39,984	32,000	1,105	1,910	3,015	1,341	2,143	4,200 3,919,864 75		
Vancouver, B.C.	117,217	10,751	10,265	21,016	17,730	1,030	1,136	2,166	1,341	1,408	2,749 1,757,483 73		
Hamilton, Ont.	114,151	13,309	13,000	26,309	20,155	949	3,739	4,688	658	793	1,451 1,351,583 04		
Ottawa, Ont.	107,853	12,267	12,047	24,314	19,643	944	4,748	5,692	983	732	2,709 2,309,182 16		
Quebec, Que.	95,193	10,414	10,689	21,103	17,616	301	661	962	—	—	— 1,209,999 51		
Calgary, Alta.	63,305	6,516	6,578	13,094	10,226	1,011	1,091	2,102	637	683	2,251 1,323,251 94		
London, Ont.	58,821	—	—	16,155	13,029	521	1,335	1,856	—	—	— 1,272,210 01		
Edmonton, Alta.	47,872	—	—	11,685	9,063	—	1,244	1,244	—	—	— 1,083 592,666 00		
Halifax, N. S.	38,372	—	—	9,266	7,032	—	—	—	413	590	973 440,899 14		
St. John, N. B.	37,797	3,198	3,198	6,396	5,422	258	582	840	419	557	976 484,995 09		
Victoria, B. C.	38,501	4,012	4,521	8,533	6,701	376	1,655	2,031	399	314	2,713 1,344,094 55		
Windsor, Ont.	34,432	4,311	4,422	8,733	6,703	289	552	841	557	713	1,270 770,842 77		
Regina, Sask.	29,440	3,442	3,353	6,795	5,312	—	983	983	437	472	2,909 376,345 54		
Brandon, Ont.	25,739	3,672	3,888	7,560	6,010	453	400	853	562	735	1,297 765,312 12		
Saskatoon, Sask.	22,545	2,888	2,755	5,643	4,423	—	416	416	380	282	662 311,107 34		
Sydney, N. S.	21,763	2,522	2,527	5,049	3,949	—	410	410	210	210	560 214,452 00		
Kingston, Ont.	21,753	2,392	2,381	4,773	3,731	29	337	376	351	336	2,687 533,413 61		
Sault Ste Marie, Ont.	21,092	2,916	2,876	5,792	4,351	180	437	617	228	230	2,466 239,993 85		
Peterboro, Ont.	20,994	2,775	2,668	5,443	4,403	—	408	408	261	252	2,754 364,894 60		
Fort William, Ont.	20,541	2,841	2,866	5,701	4,697	164	612	806	187	172	2,359 550,610 22		
St. Catharines, Ont.	19,881	2,378	2,911	5,289	3,678	—	410	410	339	370	2,709 403,626 23		
St. Catharines, Ont.	19,285	2,850	2,911	5,761	4,369	411	117	578	428	535	963 309,309 00		
Moose Jaw, Sask.	18,128	2,000	2,077	4,077	3,240	—	733	733	260	309	569 140,101 00		
Guelph, Ont.	17,488	1,881	1,878	3,759	3,087	—	287	287	140	171	312 211,011 00		
Moncton, N. B.	17,007	2,296	2,437	4,733	3,687	—	518	518	310	302	2,921 238,051 94		
Gloucester, N. S.	16,094	2,022	1,867	3,889	3,097	—	288	288	370	427	2,797 203,644 71		
Stratford, Ont.	16,026	1,931	1,986	3,917	3,017	—	—	—	—	—	— 372		
St. Thomas, Ont.	15,337	1,800	1,838	3,638	—	—	—	—	—	—	—		

3. Summary of Education in Cities and Principal Towns of Canada for 1923 or Latest Year Reported.—Conclude d.
3. Résumé statistique de l'instruction publique dans les cités et les principales villes du Canada, chiffres de 1923 ou du dernier rapport.—Fin.

Name of City or Town Cité ou ville	Population, recense- ment 1921	Number of Pupils Attending General Schools Nombre d'élèves dans les écoles générales			Average Attendance — Moyenne de fréquentation quoti- dienne	Number of Pupils in Vocational Schools (not included in total general schools)			Number of Pupils in High School Grades (included in total General schools)			Total Expenditure — Dépenses totales
		Boys Garçons	Girls Filles	Total Total		Day Courses — Cours de jour	Evening and Corres. — Cours de soir et de corresp.	Total Total	Boys Garçons	Girls Filles	Total Total	
Port Arthur, Ont.	14,886	2,025	1,915	3,939	3,126	—	267	267	170	216	386	219,364 33
Sarnia, Ont.	14,877	1,664	1,615	3,279	2,577	308	765	1,073	218	269	487	265,086 81
Niagara Falls, Ont.	14,764	1,715	1,611	3,326	2,471	151	482	633	226	233	459	232,432 96
New Westminster, B.C.	14,495	1,536	1,581	3,117	2,632	146	247	393	239	304	543	212,489 96
Chatham, Ont.	13,256	1,643	1,603	3,246	2,403	33	282	315	184	211	395	218,032 77
Galt, Ont.	13,216	1,626	1,540	3,166	2,556	158	335	493	242	218	460	152,702 69
St. Boniface, Man.	12,821	1,683	1,688	3,371	2,556	—	—	—	158	169	327	149,868 22
Charlottetown, P.E.I.	12,347	1,272	1,101	2,376	1,962	70	107	177	253	307	560	249,800 00
Belleville, Ont.	12,206	1,340	1,422	2,762	2,048	—	400	400	196	240	436	327,591 41
Owen Sound, Ont.	12,190	1,561	1,568	3,129	2,461	—	498	498	216	263	479	—
Oshawa, Ont.	11,940	1,055	1,067	2,122	1,446	—	223	223	179	180	359	—
Lethbridge, Alta.	11,097	—	—	3,093	2,443	70	56	126	—	—	—	—
North Bay, Ont.	10,692	1,584	1,621	3,205	2,427	—	265	265	178	163	341	—
Brockville, Ont.	10,043	1,052	1,082	2,134	1,556	—	389	389	184	230	414	—
Amherst, N.S.	9,998	870	885	1,755	1,300	—	190	190	108	135	243	48,300 00
Woodstock, Ont.	9,935	1,083	1,122	2,205	1,752	—	169	169	239	272	511	85,740 10
Medicine Hat, Alta.	9,634	—	—	3,142	2,357	31	—	70	70	—	—	235,865 60
Nanaimo, B.C. (and suburbs)	9,088	691	652	1,343	1,180	—	—	—	71	83	154	62,572 50
New Glasgow, N.S.	8,974	894	939	1,832	1,386	—	282	282	110	133	243	39,683 00

¹ Primary schools, only 1922.—² The figures by sex represent High Schools and Collegiate Institutes only, the totals include pupils in fifth classes.—³ The figures for High School grades include Waterloo.—⁴ Includes libraries, etc.—⁵ Figures are for 1924.

¹ Ecoles primaires, 1922.—² Les chiffres avec distinction des sexes ont été fournis par les hautes écoles et les instituts collégiaux seulement; dans les totaux entrent les élèves des cinquièmes classes.—³ Les chiffres des élèves des hautes écoles comprennent Waterloo.—⁴ Inclus bibliothèques, etc.—⁵ Chiffres de 1924.

4.—Number and proportion per cent of the population 5-24 years of age reported at school for some period by sex and single years of age, by provinces, 1921

4.—Nombre absolu et pourcentage de la population de 5 à 24 ans, ayant fréquenté l'école plus ou moins longtemps, par sexes, par âges et par provinces en 1921

(Indians excluded—Ne comprend pas les Indiens)

Age	Population			Persons attending school Ecoliers et étudiants des deux sexes						Males to 100 females attending school Garçons par 100 filles fréquentant l'école			
	Total	M-G	F	Total		M-G		F		Total	Can.	Brit.	For. Etr.
	No.	No.	No.	No.	p.c.	No.	p.c.	No.	p.c.	No.	No.	No.	No.
Canada¹.....	3,431,028	1,721,616	1,709,412	1,700,947	49-55	852,495	49-52	847,552	49-58	100-58	100-36	98-97	105-95
5 years—ans.	213,037	108,135	104,902	30,188	14-17	14,884	13-76	15,304	14-59	97-26	97-11	106-88	97-39
6 " "	214,838	107,997	106,841	112,375	52-31	56,295	52-13	56,080	52-49	100-38	100-42	96-45	101-22
7 " "	209,908	105,547	104,361	173,293	82-56	87,329	82-74	85,964	82-37	101-59	101-58	99-76	102-85
8 " "	205,466	102,721	102,745	187,577	91-29	93,932	91-44	93,645	91-14	100-31	100-22	101-19	102-57
9 " "	191,849	97,470	94,379	179,671	93-65	91,318	93-69	88,353	93-62	103-36	102-90	105-66	112-64
6-9 " "	822,061	413,735	408,326	652,916	79-42	328,874	79-49	324,042	79-36	101-49	101-34	102-30	106-11
10 " "	191,688	96,459	95,229	181,516	94-69	91,432	94-79	90,084	94-60	101-50	101-48	99-53	103-54
11 " "	177,663	89,255	88,408	16,245	94-70	84,648	94-84	83,597	94-56	101-26	101-24	103-08	99-78
12 " "	185,453	94,203	91,250	172,929	93-25	88,008	93-42	84,921	93-06	103-64	103-43	104-68	105-37
13 " "	173,063	87,161	85,902	153,117	88-47	77,328	88-72	75,789	88-22	102-03	101-71	102-66	105-49
14 " "	173,756	88,338	85,418	128,023	73-68	64,847	73-41	63,176	73-96	102-64	101-92	99-38	113-74
10-14 " "	901,623	455,416	446,207	808,830	89-15	406,263	89-21	397,667	89-10	102-19	101-96	102-00	105-60
15 " "	161,952	81,202	80,750	83,366	51-48	40,225	49-54	43,141	53-43	93-24	92-12	89-69	108-42
16 " "	166,467	83,619	82,848	54,484	32-73	24,586	29-40	29,898	36-09	82-23	81-12	74-14	99-96
17 " "	158,223	79,724	78,499	31,072	19-64	13,617	17-08	17,455	22-24	78-01	77-08	68-23	94-31
18 " "	159,764	80,001	79,763	18,031	11-29	8,042	10-05	9,989	12-52	80-51	79-96	74-59	88-92
19 " "	145,397	73,553	71,844	10,030	6-90	5,091	6-92	4,939	6-87	103-08	102-18	99-64	113-65
15-19 " "	791,803	398,099	393,704	196,983	24-88	91,561	23-00	105,422	26-78	86-85	85-83	81-18	101-81
20-24 " "	708,504	346,281	356,273	16,130	2-30	10,913	3-15	6,217	1-46	209-18	209-76	223-16	196-50

5.—School attendance of the population 5 to 19 years of age by sex, nativity and periods of school attendance, by provinces, 1921

5.—Fréquentation scolaire de la population de 5 à 19 ans par sexes, lieux de naissance et durée de la scolarité, par provinces en 1921

(Indians excluded—Ne comprend pas les Indiens)

Nativity and Sex — Lieu de naissance et sexe		Population 5 to 19 years of age—Population âgée de 5 à 19 ans										
		Total	At school for any period — A l'école pour une période quelconque		Not at school — N'ayant pas fréquenté l'école		Number and percentage at school by months — Nombre et pourcentage à l'école, par mois					
			No.	p.c.	No.	p.c.	1—3		4—6		7—9	
							No.	p.c.	No.	p.c.	No.	p.c.
CANADA¹												
Both sexes—Deux sexes.....		2,728,524	1,683,917	61-72	1,044,607	38-28	71,543	2-62	131,695	4-83	1,480,679	54-27
Canadian born—Né au Canada		2,415,015	1,519,799	62-93	895,216	37-07	64,266	2-66	114,795	4-75	1,340,738	55-52
British born—Né en terr. brit..		151,184	75,240	49-77	75,944	50-23	1,923	1-27	4,427	2-93	68,890	45-57
Foreign born—Né à l'étranger..		162,325	88,878	54-75	73,447	45-25	5,354	3-30	12,473	7-68	71,051	43-77
Males—Garçons.....		1,375,385	841,582	61-19	533,803	38-81	36,101	2-62	67,240	4-89	738,241	53-68
Canadian born—Né au Canada		1,214,512	758,837	62-48	455,675	37-52	32,267	2-66	58,328	4-80	668,242	55-02
British born—Né en terr. brit..		77,133	37,248	48-29	39,885	51-71	971	1-26	2,231	2-89	34,046	44-14
Foreign born—Né à l'étranger..		83,740	45,497	54-33	38,243	45-67	2,863	3-42	6,681	7-98	35,953	42-93
Females—Filles.....		1,353,139	842,335	62-25	510,804	37-75	35,442	2-62	64,455	4-76	742,438	54-87
Canadian born—Nées au Canada		1,200,503	760,962	63-39	439,541	36-61	31,999	2-67	56,467	4-70	672,946	56-02
British born—Nées en terr brit		74,051	37,992	51-31	36,059	48-69	952	1-29	2,196	2-97	34,844	47-05
Foreign born—Nées à l'étranger		78,585	43,381	55-20	35,204	44-80	2,491	3-17	5,792	7-37	35,098	44-66

6.—School attendance of the total population¹ 5 to 19 years of age, inclusive, for all Canada in 1901, 1911 and 19216.—Fréquentation scolaire de la population totale¹ de 5 à 19 ans, inclusivement, dans tout le Canada, en 1901, 1911 et 1921

Schedule—Détails	Both sexes—Deux sexes			Males—Garçons			Females—Filles		
	1901	1911	1921	1901	1911	1921	1901	1911	1921
5-9 years—ans—Total	615,899	783,252	1,048,761	311,134	395,045	528,700	304,765	388,207	520,061
At school—A l'école	367,903	459,682	686,616	187,045	232,581	345,496	180,858	227,101	341,120
Not at school—Non à l'école	247,996	323,570	362,145	124,089	162,464	183,204	123,907	161,106	178,941
10-19 years—ans—Total	1,132,842	1,380,685	1,714,967	575,949	706,155	864,579	556,893	674,530	850,388
At school—A l'école	543,758	684,599	1,008,178	276,601	341,745	501,520	267,157	342,854	506,658
Not at school—Non à l'école	589,084	696,086	706,789	299,348	364,410	363,059	289,736	331,676	343,730
5-19 years—ans—Total	1,748,741	2,163,937	2,763,728	887,083	1,101,200	1,393,279	861,658	1,062,737	1,370,449
At school—A l'école	911,661	1,144,281	1,694,794	463,646	574,326	847,016	448,015	569,955	847,778
1-3 months—mois	51,986	42,514	72,544	27,946	21,904	36,596	24,040	20,610	35,948
4-6 “ “	114,861	131,343	133,410	60,333	68,468	68,078	54,528	62,875	65,341
7-9 “ “	744,814	970,424	1,488,831	375,367	483,954	742,342	369,447	486,470	746,489
Not at school—Non à l'école	837,080	1,019,656	1,068,934	423,437	526,874	546,263	413,643	492,782	522,671

7.—School attendance of the population 7 to 14 years of age, by provinces in 1911 and 1921

7.—Fréquentation scolaire des enfants de 7 à 14 ans, par provinces en 1911 et 1921

Provinces	Total	At school for any period — A l'école pendant une période quelconque		Not at school — N'ayant pas fréquenté l'école		At school by months — A l'école, par mois					
						1-3		4-6		7-9	
		No.	p.c.	No.	p.c.	No.	p.c.	No.	p.c.	No.	p.c.
Canada ²	1921 1,526,948	1,352,711	88.59	174,237	11.41	37,881	2.48	97,875	6.41	1,216,955	79.70
	1911 1,156,270	922,429	79.78	233,841	20.22	24,295	2.10	94,452	8.17	803,682	69.51
P. E. Island.....	1921 15,169	13,357	88.05	1,812	11.95	812	5.35	1,985	13.09	10,560	69.61
	1911 16,616	14,057	84.60	2,559	15.40	563	3.39	2,211	13.31	11,283	67.90
Nova Scotia.....	1921 92,944	81,139	87.39	11,805	12.61	2,778	2.99	7,550	8.13	70,811	76.27
	1911 84,367	69,903	82.86	14,464	17.14	2,679	3.18	9,974	11.82	57,250	67.86
New Brunswick.....	1921 71,481	59,518	83.26	11,963	16.74	3,329	4.66	8,753	12.24	47,436	66.36
	1911 62,588	50,100	80.05	12,488	19.95	1,965	3.14	7,928	12.67	40,207	64.24
Quebec.....	1921 455,919	394,587	86.55	61,332	13.45	7,006	1.54	14,934	3.28	372,647	81.73
	1911 372,551	301,482	80.92	71,069	19.08	3,975	1.07	12,831	3.44	284,676	76.45
Ontario.....	1921 456,757	417,846	91.48	38,911	8.52	7,172	1.57	17,999	3.94	392,675	85.97
	1911 377,704	318,042	84.20	59,662	15.80	7,415	1.96	29,810	7.89	280,817	74.35
Manitoba.....	1921 112,607	100,692	89.42	11,915	10.58	3,054	2.71	7,745	6.88	89,893	79.83
	1911 72,552	53,956	74.37	18,596	25.63	2,013	2.77	7,420	10.23	44,523	61.37
Saskatchewan.....	1921 142,042	124,929	87.95	17,113	12.05	7,466	5.26	23,182	16.32	94,281	66.37
	1911 72,426	48,316	66.71	24,110	33.29	2,538	3.51	14,082	19.44	31,696	43.76
Alberta.....	1921 102,605	90,943	88.63	11,662	11.37	5,296	5.16	12,520	12.20	73,127	71.27
	1911 54,928	34,527	62.86	20,401	37.14	2,330	4.24	7,616	13.87	24,581	44.75
British Columbia.....	1921 77,424	69,700	90.02	7,724	9.98	968	1.25	3,207	4.14	65,525	84.63
	1911 42,538	32,046	75.33	10,492	24.67	817	1.92	2,580	6.06	28,649	67.35

¹ Including population 5-19 of Yukon and Northwest Territories—Comprend la population de 5 à 19 ans du Yukon et des Territoires du Nord-Ouest.² Exclusive of Yukon and Northwest Territories—Ne comprend pas le Yukon ni les Territoires du Nord-Ouest.

8.—Attendance of Pupils by 20-day periods in six provinces, 1923.—Fréquentation scolaire par périodes de 20 jours, dans six provinces, 1923

Year—Année	Number of pupils who attended—Nombre d'élèves fréquentant l'école										Total	Year—Année
	Less than 20 days	20 to 39 days	40 to 59 days	60 to 79 days	80 to 99 days	100 to 119 days	120 to 139 days	140 to 159 days	160 to 179 days	180 to 199 days	200 days and over	
P.E.I.—Ungraded Schools.....	201	249	255	280	319	374	492	790	1,206	2,275	20	6,560
Ungraded Schools.....	616	835	774	808	944	1,030	1,253	1,621	1,870	2,975	20	11,150
N.S.—Rural Schools.....	2,694	3,363	3,090	3,081	3,631	3,806	4,335	5,327	6,042	4,740	105	11,150
Rural Schools.....	1,082	1,400	1,249	1,189	1,168	1,470	1,855	2,816	4,201	4,468	774	40,802
N.B.—City Schools.....	1,114	1,882	1,935	1,865	2,098	2,098	4,087	7,082	13,550	15,805	386	21,282
City Schools.....	134	281	340	441	409	613	726	1,304	3,007	7,195	180	52,284
N.B.—Other Schools.....	2,485	4,431	4,250	4,578	4,017	5,476	5,211	7,068	9,605	11,634	1,111	14,910
Other Schools.....	248	285	396	227	268	401	506	706	1,893	3,331	65	60,767
Man.—Town Schools.....	262	403	520	337	378	552	642	1,293	2,506	3,354	21	8,446
Town Schools.....	820	1,249	1,511	1,082	1,179	1,429	1,908	3,066	5,573	6,516	274	10,273
Sub-Urban Schools.....	58	86	130	59	87	144	154	284	557	569	10	2,138
Village Schools.....	113	215	279	103	179	237	349	619	1,061	801	45	4,080
Rural graded cons.....	458	708	666	635	669	750	944	1,267	1,751	1,208	71	9,127
Other rural graded.....	3,101	4,220	3,570	3,101	3,420	3,734	4,322	4,914	4,761	3,004	244	38,500
Sask.—Ungraded.....	6,909	10,456	10,284	7,531	7,571	8,148	10,365	13,463	16,570	15,101	4,371	111,075
Ungraded.....	1,111	1,693	2,004	1,339	1,374	1,882	2,012	3,085	6,118	9,250	2,268	22,766
Village Schools.....	586	923	1,419	817	732	1,129	1,377	2,178	4,467	6,870	541	21,094
Town Schools.....	616	885	1,218	773	948	1,017	1,201	1,831	4,004	9,756	46	22,385
City Schools.....	176	196	166	233	213	300	300	505	1,550	2,214	—	6,345
Coll. Inst. and H.S.....	6,151	9,709	10,571	8,471	9,197	10,129	10,893	14,913	25,536	39,811	2,685	148,045
Alta.—All Schools.....	29,015	43,421	45,135	36,929	39,389	46,028	52,817	74,193	115,936	149,439	13,674	646,009
Total Sampled Percentages.....	4,439	6,72	6,93	5,72	6,09	7,12	8,18	11,49	17,95	23,13	2,11	100,00
Special sample:												
Pupils who left district.....	2,010	1,805	1,432	1,063	792	616	532	288	163	65	11	8,717
Remaining pupils:												
Actual number.....	3,140	5,376	5,610	4,540	5,457	6,031	8,293	11,951	17,939	18,748	719	88,371
Percentages.....	3,54	6,08	6,38	5,14	6,18	7,50	9,38	13,52	20,30	21,33	0,81	100,00

¹ Discrepancies between these totals and the totals of Table 2 are due to pupils whose periods of attendance were not reported.

² La discordance entre ces totaux et ceux du tableau 2 provient des élèves dont la durée de fréquentation est inconnue.

Note.—The purpose of the addition to table 8 is to show the probable influence of pupils leaving the district before the end of the school year upon percentage of attendance.

Note.—Le but de l'addition au tableau 8 est de montrer comment la fréquentation est affectée par les élèves changeant de district avant la fin de l'année scolaire.

9.—Historical Summary of Enrolment and Average Attendance in Schools in Canada, by Provinces
9.—Relevé rétrospectif des élèves des écoles canadiennes et moyenne de fréquentation, par provinces

Year Année	Total Number Enrolled—Nombre total des inscriptions—1824—1923.										Nine Provinces
	P.E.I.	N.S.	N.B.	Que.	Ontario	Manitoba	Sask.	Alberta	B.C.	Neuf provinces	
	I.-P.-E.	N.-E.	N.-B.	Qué.					C.B.		
1811.....	—	1	—	—	—	—	—	—	8	—	
1824.....	—	5,514	—	—	—	—	—	—	—	—	
1829.....	—	12,000	—	18,410	—	—	—	—	—	—	
1835.....	—	15,292	—	37,000	—	—	—	—	—	—	
1845.....	—	—	15,924	—	—	—	—	—	—	—	
1846.....	—	33,960	—	² 60,000	—	—	—	—	—	—	
1850.....	—	—	1,847	—	² 151,891	—	—	—	—	—	
1852.....	²	—	—	—	179,857	—	—	—	—	—	
1861.....	—	33,652	27,982	—	—	—	—	—	—	—	
1864.....	—	² 35,405	30,632	—	—	—	—	—	—	—	
1866.....	—	50,574	30,263	—	—	—	—	—	401	—	
1867.....	—	65,889	31,364	—	403,339	—	—	—	—	718,000	
1868.....	—	68,612	31,988	205,530	—	—	—	—	—	—	
1871.....	—	75,996	² 33,981	—	—	817	—	—	—	803,000	
1872.....	—	73,638	39,837	—	462,630	—	—	—	² 514	—	
1873.....	—	74,297	42,611	216,992	—	—	—	—	1,028	—	
1876.....	—	79,813	64,689	—	499,078	2,734	—	—	1,685	—	
1881.....	21,601	78,828	65,631	227,935	489,404	² 4,919	—	—	2,671	891,000	
1886.....	22,414	85,714	65,367	—	502,840	15,926	2,553	—	4,471	—	
1891.....	22,330	83,548	68,992	265,513	—	23,871	5,652	—	9,290	995,000	
1892.....	22,169	85,077	68,909	268,535	508,507	23,243	6,170	—	10,773	—	
1894.....	22,221	98,701	69,648	274,915	506,726	32,680	10,721	—	12,613	—	
1895.....	22,250	100,555	68,761	286,180	509,213	35,371	11,972	—	13,482	—	
1896.....	22,138	101,032	68,297	293,584	506,515	37,987	12,796	—	14,460	—	
1901.....	20,779	98,410	66,689	314,881	492,534	51,888	—	—	23,615	1,083,000	
1903.....	19,956	98,768	65,951	326,183	487,880	57,409	33,191	—	24,499	1,113,337	
1904.....	19,031	96,886	65,278	329,666	484,351	58,574	41,033	—	25,787	1,120,606	
1905.....	19,272	100,252	66,897	335,768	487,635	63,287	25,191	24,254	27,354	1,149,909	
1906.....	18,986	100,332	66,635	341,808	492,544	64,123	31,275	28,784	28,522	1,173,009	
1907.....	19,036	100,007	66,422	347,614	493,791	67,144	37,622	34,338	30,039	1,196,013	
1908.....	18,012	100,105	66,383	352,944	501,641	71,031	47,086	39,653	33,223	1,230,169	
1909.....	18,073	101,680	67,735	367,012	507,219	73,044	55,116	46,048	36,227	1,272,204	
1910.....	17,932	102,035	68,154	374,547	510,700	76,247	65,392	55,307	39,670	1,310,117	
1911.....	17,397	102,910	68,991	389,123	518,605	80,243	72,260	61,660	49,451	1,356,879	
1913.....	17,555	105,269	69,663	411,784	542,822	83,679	101,463	89,910	61,957	1,552,972	
1914.....	19,069	106,351	70,622	435,895	561,927	93,954	113,855	99,201	61,957	1,552,972	
1915.....	18,402	107,768	72,013	448,087	569,030	100,963	122,862	97,286	64,264	1,601,035	
1916.....	18,362	109,189	73,007	464,447	569,340	103,796	129,439	99,201	64,570	1,622,351	
1917.....	18,190	109,032	71,951	463,390	561,865	106,588	142,617	107,727	65,118	1,646,598	
1918.....	17,861	108,097	71,782	467,509	564,655	109,925	151,326	111,109	67,516	1,669,776	
1919.....	17,587	106,982	71,029	486,201	584,724	114,662	164,219	121,567	72,006	1,738,977	
1920.....	17,354	108,096	72,988	495,887	604,923	123,452	174,925	135,750	79,243	1,812,618	
1921.....	17,610	109,483	73,712	512,661	632,122	129,015	184,871	³ 124,328	85,950	1,869,643	
1922.....	18,323	114,229	77,774	530,705	654,893	136,876	183,935	142,902	91,919	1,951,556	
1923.....	17,742	114,458	78,753	—	—	142,369	194,313	148,045	94,888	—	

Average daily attendance—Moyenne de fréquentation, 1871-1923

1871.....	—	43,612	—	—	—	—	—	—	—	575
1873.....	—	41,392	—	—	—	—	—	—	—	984
1876.....	—	45,373	—	—	217,202	—	—	—	—	1,867
1881.....	—	43,461	30,688	—	222,015	6,151	—	—	—	1,383
1883.....	—	45,650	—	—	255,379	9,715	—	—	—	2,873
1887.....	12,325	50,055	—	190,857	—	12,433	—	—	—	6,135
1891.....	12,898	49,347	—	—	—	12,976	—	—	—	6,227
1892.....	12,986	50,975	—	205,623	—	19,516	—	—	—	8,610
1895.....	13,250	54,007	—	221,168	—	—	—	—	—	9,254
1896.....	13,412	54,016	—	220,969	—	20,247	—	—	—	11,056
1898.....	13,377	57,771	—	227,016	—	24,958	—	—	—	16,335
1901.....	12,890	53,643	37,473	283,255	275,234	27,560	—	—	—	16,825
1903.....	12,112	55,213	38,032	243,123	275,385	36,479	16,321	—	—	16,627
1904.....	11,722	54,000	37,567	246,319	273,815	31,326	20,918	—	—	17,071
1905.....	11,627	56,342	39,402	255,420	281,674	33,794	13,493	13,375	—	18,871
1907.....	11,903	59,165	38,482	263,111	285,330	34,947	15,770	14,782	—	19,809
1908.....	11,543	57,173	38,790	266,510	284,998	37,279	19,841	17,310	—	20,459
1909.....	11,647	58,343	40,202	271,019	292,052	40,691	26,081	18,923	—	23,473
1909.....	11,543	61,787	42,501	285,729	295,352	41,405	28,998	22,225	—	25,662
1910.....	11,632	65,630	42,596	293,035	299,747	43,885	34,517	29,611	—	28,423
1911.....	10,611	61,260	42,791	301,678	305,648	45,303	38,278	32,558	—	32,617
1913.....	11,003	65,686	44,375	324,447	330,474	48,163	56,005	45,888	—	43,072
1914.....	11,170	66,599	44,534	344,657	346,509	58,778	65,009	54,582	—	49,090
1915.....	11,694	70,361	47,889	360,897	365,959	68,250	72,113	61,112	—	52,494
1916.....	11,347	69,227	48,069	373,364	355,364	66,561	71,522	60,271	—	50,880
1917.....	11,319	70,118	46,860	367,468	369,081	69,209	88,758	65,374	—	52,577
1918.....	11,334	67,923	46,515	369,057	328,197	69,968	91,010	68,489	—	54,748
1919.....	10,908	65,906	45,797	365,803	388,768	72,072	98,791	74,776	—	56,692
1920.....	10,991	66,442	46,950	372,377	396,141	88,563	101,355	82,417	—	59,791
1921.....	11,446	75,238	49,655	397,172	446,396	98,137	113,412	89,401	—	68,697
1922.....	12,338	79,410	51,590	421,604	470,073	95,433	119,041	100,515	—	75,528
1923.....	11,763	83,472	53,611	—	—	98,787	130,499	105,364	—	77,752

¹ Common School System formed.—² Free School System established.—³ Half year only.
¹ Ecoles élémentaires organisées.—² Ecoles libres établies.—³ Six mois seulement.

10.—Percentage of the Population of Canada 5-17 Years of Age attending School in 1911 and 1921.

The chart opposite is intended to illustrate the progress made in school attendance between 1911 and 1921. This progress is discussed in the introductory chapter, while Tables 4 to 7, 12 and 24 will enable persons interested in the subject to make their own analyses. Attention is here called to the special manifestations of progress in this respect shown by certain provinces.

In the first part of the chart the black shows the proportion at each age not attending school; the cross hatched, the proportion attending school less than 7 months or what might be considered an inadequate period, while the dotted shows the proportion attending 7 to 9 months, or what might be considered an adequate year. A distinction should be drawn between: (1) the ages 5 and 6; (2) the ages 7 to 14 or the usual compulsory age period; and (3) the ages 15 to 17 which are post compulsory or very partially compulsory age periods. During the ages 7 to 14 the length of the black columns, or rather the decrease in this length, is of special significance. If, for example, the black at the age of 12 is compared for 1911 and 1921 it will be noticed that an improvement is shown of a decrease from 17 p.c. out of school in 1911 to 7 in 1921, or nearly 60 p.c. Further, it will be noticed that there was a larger proportion at school at the age of 13 (that is, up to the age of 14), in 1921 than at any age in 1911. The black columns at the ages of 5 and 6 and 14 to 17 have not as much significance as the other two columns. At the ages of 5 and 6 it will be noticed that improvement is not marked. In fact the cross hatched portion, especially at the age of 5, bears a greater ratio to the dotted portion in 1921 than in 1911, thus showing that attendance was less regular in 1921; while the ages subsequent to 6 years, show a decided improvement in this respect. On this point the reader is referred to page 11 of the Annual Report for 1922 in which conclusions bearing on this point were based on other than census figures and before the census figures were known. In the case of the ages of 14 to 17 only the dotted and cross hatched columns are of much importance. The improvement at these ages is shown absolutely as well as relatively in the supplementary chart at the right. It should be noticed that an increase of nearly 60,000 at school at these ages is shown out of an increase in population of about 80,000. The age-grade tables in sections 2, 3 and 4 show that pupils at 14 to 17 are normally high school pupils, and that the increase in proportion in school attendance at these ages is practically an increase in high school attendance, or at least in high school, technical school and upper elementary grade attendance.

10.—Pourcentage de la population du Canada de 5 à 17 ans, fréquentant l'école en 1911 et 1921.

Le diagramme ci-contre constate les progrès réalisés par la fréquentation scolaire, entre 1911 et 1921. Ces progrès sont commentés dans le chapitre qui sert d'introduction; de plus, les tableaux 4 à 7 et 12 à 24 permettront aux éducateurs d'en tirer leurs propres conclusions. Nous appelons l'attention du lecteur sur la manifestation spéciale des améliorations survenues à cet égard dans certaines provinces.

Dans la première partie du diagramme, l'espace en noir représente la proportion des enfants de chaque âge qui ne vont pas à l'école; la partie couverte de hachures représente la proportion de ceux fréquentant l'école moins de 7 mois; enfin, la partie pointillée représente la proportion des écoliers fréquentant l'école de 7 à 9 mois, c'est-à-dire une année ordinaire. Il est nécessaire d'établir une distinction entre: (1) les âges de 5 à 6 ans; (2) les âges de 7 à 14 ans, période habituelle de l'école obligatoire et (3) les âges de 15 à 17 ans, où l'école n'est plus obligatoire, ou ne l'est que relativement. Le rétrécissement des colonnes noires, représentant les enfants de 7 à 14 ans, a une signification toute spéciale. Si, par exemple, on compare cette colonne noire, représentant les enfants de 12 ans en 1911 et 1921, on remarque une amélioration notable de la situation, puisque en 1911 17 p.c. des enfants ne fréquentaient pas l'école, tandis qu'en 1921, il n'y en avait plus que 7 p.c., soit un gain de 60 p.c. En outre, on peut voir qu'en 1921, les enfants de 13 à 14 ans étaient à l'école en plus grand nombre qu'à tous autres âges en 1911. Les colonnes noires consacrées aux âges de 5 et 6 ans ou de 14 à 17 ans ont moins d'importance que les deux autres colonnes. On observe qu'aux âges de 5 et 6 ans l'amélioration est peu sensible. A cet égard nous renvoyons le lecteur à la page 11 du rapport annuel de 1922, où des conclusions sur ce sujet sont basées sur des chiffres autres que ceux du recensement. Les données du recensement étant alors inconnues. En ce qui concerne les enfants de 14 à 17 ans, la colonne portant des hachures et la colonne pointillée ont seules une réelle importance. L'amélioration que l'on constate à ces âges est analysée, tant d'une manière absolue que d'une manière relative, dans le diagramme supplémentaire de droite. Il convient de faire ressortir qu'une augmentation de population d'environ 80,000 âmes a pour corollaire un accroissement de près de 60,000 écoliers de ces âges. Les tableaux consacrés à la répartition des écoliers par âges et par degrés, que l'on trouvera dans les chapitres 2, 3 et 4, démontrent que les enfants de 14 à 17 ans sont normalement des élèves de "high schools" et que l'augmentation de la fréquentation scolaire à ces âges n'affecte pour ainsi dire que les "high schools" ou, pour être plus exact, les "high schools", les écoles techniques et les écoles primaires supérieures.

PERCENTAGE OF THE POPULATION OF CANADA 5-17 YEARS OF AGE ATTENDING SCHOOL IN 1911 AND 1921.

(CENSUS FIGURES)



2—DISTRIBUTION OF PUPILS BY GRADES—RÉPARTITION DES ÉLÈVES PAR DEGRÉS.

11.—Comparative Table of the Distribution of Pupils, by Grades in Publicly Controlled Schools in the Different Provinces during the Year 1923, or the latest year reported
 11.—Tableau comparatif de la répartition des élèves dans les écoles publiquement contrôlées des différentes provinces, par degrés, pendant l'année 1923, ou l'année la plus rapprochée

Province	Year Année	Elementary Grades—Degrés élémentaires												Secondary Grades Degrés secondaires				Total		Un- classi- fied Non- classi- fies			
		K. and K.P. — E.M. et E.M.P.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary Elémentaires	Second- ary Secondaires	Total classified Total, classifiés						
P.E. Island—Île du P.-Edouard.....	1923	—	3,443	2,038	2,003	2,093	2,036	1,836	1,535	1,348	768	611	11	—	16,332	1,390	17,722	20					
Nova Scotia—Nouvelle-Ecosse.....	1923	—	26,279	13,992	13,912	13,074	11,720	9,482	7,201	6,710	5,738	3,806	2,065	479	102,370	12,088	114,458	—					
New Brunswick—Nouveau-Brunswick.....	1923	—	7,049	5,814	5,703	5,537	4,813	3,833	3,236	2,705	1,734	982	511	42	38,690	3,260	41,950	36,794					
Quebec (Protestant Schools)— Québec (protestantes).....	1922-23	2,073	13,398	8,933	8,334	7,985	7,450	6,159	4,585	3,238	2,021	1,180	717	—	62,355	3,918	66,273	—					
Ontario.....	1922-23	24,994	116,848	79,369	50,810	58,901	67,018	57,697	50,273	59,590	35,908	16,740	14,671	3,202	565,055	60,581	625,636	29,157					
Manitoba.....	1923	—	31,193	18,428	19,281	17,385	15,082	11,349	7,455	8,112	5,953	3,974	2,621	272	124,569	12,803	142,369	—					
Saskatchewan.....	1923	1,432	37,021	23,426	24,854	25,408	20,206	15,569	9,387	12,773	6,252	3,760	2,819	710	180,335	13,347	193,882	431					
Alberta.....	1923	2,573	28,326	18,424	19,617	17,717	14,701	12,998	10,637	10,700	5,601	3,719	2,255	717	135,783	12,262	148,045	—					
Brit. Columbia—Col. Britannique.....	1923	—	13,854	13,976	14,163	13,451	10,183	10,774	8,897	—	—	—	—	—	85,278	9,220	94,498	—					
Total sampled		31,072	287,411	185,400	158,910	161,324	153,299	129,727	103,405	105,206	51,015	31,778	25,643	5,422	1,315,764	129,078	1,444,842	66,792					
Quebec— Roman Catholic Primary Schools	Kindergarten — Ecoles Maternelles	1922-23	14,405	137,275	84,280	60,607	71,745	69,025	56,639	44,325	47,010	22,850	13,933	10,632	2,644	597,101	48,050	645,150	—				
		1922-23	14,564	121,210	77,665	63,779	67,536	66,112	56,002	45,322	53,833	28,980	19,544	14,373	2,775	568,153	65,687	633,840	—				
		1922-23	—	3 125,383	64,646	58,409	58,961	51,718	44,874	35,239	44,825	8,088	2,580	367	2	487,056	11,046	498,102	—				
		1922-23	—	3 163,775	98,027	77,801	80,911	80,991	67,920	54,682	57,143	43,906	31,000	24,850	5,420	681,257	104,894	786,151	—				
		Elementary Grades Degrés élémentaires															Academy Grades Degrés académiques			Total		Québec— Ecoles primaires (catholiques)	
		1st year 1ère année	2nd year 2ème année	3rd year 3ème année	4th year 4ème année	5th year 5ème année	6th year 6ème année	7th year 7ème année	8th year 8ème année	Total		Total		Total		Total							
40,465	60,666	55,018	41,618	22,245	3,336	590	97	42	224,067		224,067		224,067		224,067		224,067						
18,819	25,047	23,069	20,081	13,915	3,163	4,255	486	154	114,989		114,989		114,989		114,989		114,989						
13,994	18,961	19,423	18,439	15,767	10,878	7,157	4,871	3,314	112,804		112,804		112,804		112,804		112,804						
Total.....	73,278	104,674	97,510	80,138	51,927	23,377	11,992	5,454	3,510	451,860		451,860		451,860		451,860		451,860					

NOTE.—K = Kindergarten; K.P. = Kindergarten Primary; E.M. = Ecole maternelle; E.M.P. = Ecole maternelle primaire.

¹ To the 1,390 in secondary grades should be added 317 students of Prince of Wales College making total of 1,737 in secondary grades out of a classified enrolment of 18,069. ² The pupils of New Brunswick not classified by grade above were in attendance at ungraded schools which their pupils entered with the exception of 2,912 all the classified pupils attended graded schools. ³ Grade I includes kindergarten and Grade I of these items could not be separated for graded and ungraded schools.

⁴ Aux 1,390 écoliers des degrés secondaires devraient être ajoutés 317 étudiants du Prince of Wales College, ce qui porterait un total de 1,737 dans les degrés secondaires et de 18,069, écoliers, "total, classifiés". ⁵ Les élèves du Nouveau-Brunswick non classifiés selon les degrés ci-dessus fréquentaient les écoles à classes multiples. ⁶ Le degré I embrasse les écoles maternelles. Il n'est pas fait de distinction dans ce tableau entre les écoles à classes multiples et celles à classe unique.

12.—Numerical and per cent Distribution of Children 7-14 Enrolled at School by Periods of Attendance, 1921
(Indians excluded)

12.—Répartition numérique et proportionnelle des enfants de 7 à 14 ans inscrits à l'école, par périodes de fréquentation, 1921 (indiens exceptés)

	Number at school for any period — Total des présents, sans distinction de durée	1 to 3 months — De 1 à 3 mois		4 to 6 months — De 4 à 6 mois		7 to 9 months — De 7 à 9 mois	
		No.	p.c.	No.	p.c.	No.	p.c.
Prince Edward Island.....	13,322	809	6.07	1,975	14.83	10,538	79.10
Nova Scotia.....	80,914	2,693	3.33	7,493	9.26	70,728	87.41
New Brunswick.....	59,314	3,318	5.59	8,668	14.62	47,328	79.79
Quebec.....	393,142	6,827	1.74	14,805	3.76	371,510	94.50
Ontario.....	415,947	6,997	1.68	17,665	4.25	391,285	94.07
Manitoba.....	99,548	2,913	2.93	7,657	7.60	89,068	89.47
Saskatchewan.....	124,071	7,416	5.98	23,046	18.57	93,609	75.45
Alberta.....	90,178	5,255	5.83	12,484	13.84	72,439	80.33
British Columbia.....	67,935	891	1.31	2,771	4.08	64,273	94.61
Total.....	1,344,371	37,119	2.76	96,474	7.18	1,210,778	90.06

13.—Literacy of the male and female population 10 years of age and over classified as Canadian born, British born or Foreign born by provinces, 1921

13.—Capacité de lire et d'écrire de la population des deux sexes, de 10 ans et plus, classifiée selon qu'elle est née au Canada, dans les autres parties de l'empire britannique ou à l'étranger, par provinces, en 1921

Nativity and age periods — Lieu de naissance et groupes d'âge	Total	Can read and write — Pouvant lire et écrire		Can read only — Pouvant lire seulement		Cannot read nor write — Ne pouvant ni lire ni écrire	
		No.	p.c.	No.	p.c.	No.	p.c.
All Classes—Toutes catégories	6,682,072	6,298,704	94.26	42,349	.64	341,019	5.10
10-14 years—ans.....	913,419	893,923	97.90	887	.10	18,339	2.00
15-20 years—ans.....	948,377	919,069	96.90	2,780	.29	26,528	2.80
21 and over—et au-dessus.....	4,820,245	4,485,712	93.06	38,682	.80	295,152	6.14
21-34 years—ans.....	1,904,057	1,819,569	95.56	9,619	.50	74,869	3.93
35-64 years—ans.....	2,476,105	2,295,295	92.59	19,814	.80	160,996	6.58
65 and over—et au-dessus.....	419,107	354,790	84.65	9,205	2.20	55,112	13.15
Age not stated—non donné.....	21,277	16,058	75.48	44	.20	5,175	24.32
Canadian Born—Nés au Canada	4,799,370	4,540,488	94.60	28,674	.60	230,208	4.80
10-14 years—ans.....	800,725	783,010	97.79	795	.10	16,920	2.11
15-20 years—ans.....	759,114	735,448	96.88	2,127	.28	21,539	2.84
21 and over—et au-dessus.....	3,239,531	3,029,030	93.29	25,752	.79	191,749	6.92
21-34 years—ans.....	1,284,216	1,238,560	96.45	5,166	.40	40,490	3.15
35-64 years—ans.....	1,623,468	1,500,131	92.96	13,072	.80	101,265	6.24
65 and over—et au-dessus.....	311,932	259,423	83.16	7,477	2.40	45,032	14.44
Age not stated—non donné.....	19,915	14,916	74.90	37	.18	4,962	24.92
Empire Born—Nés britanniques	1,032,453	1,021,423	98.93	3,222	.31	7,808	.76
10-14 years—ans.....	53,634	53,475	99.70	20	.04	139	.26
15-20 years—ans.....	95,438	94,988	99.53	162	.17	288	.30
21 and over—et au-dessus.....	883,381	872,960	98.82	3,040	.34	7,381	.84
21-34 years—ans.....	314,792	312,900	99.40	674	.21	1,218	.39
35-64 years—ans.....	494,372	489,355	98.98	1,375	.28	3,642	.74
65 and over—et au-dessus.....	73,750	70,273	95.29	989	1.34	2,488	3.37
Age not stated—non donné.....	467	432	92.50	2	.43	33	7.07
Foreign Born—Nés à l'étranger	850,249	736,793	86.66	10,453	1.23	103,003	12.11
10-14 years—ans.....	58,790	57,438	97.77	72	.12	1,280	2.18
15-20 years—ans.....	93,825	88,633	94.47	491	.52	4,701	5.01
21 and over—et au-dessus.....	697,634	690,722	94.67	9,890	1.42	97,022	13.97
21-34 years—ans.....	305,049	268,109	87.89	3,779	1.24	33,161	10.87
35-64 years—ans.....	358,265	296,809	82.85	5,367	1.50	56,039	15.65
65 and over—et au-dessus.....	33,425	25,094	75.08	739	2.21	7,592	22.71
Age not stated—non donné.....	895	710	79.33	5	.56	180	20.11

14.—Ages of pupils enrolled in Schools in Seven Provinces in Canada, 1923 or latest year reported
14.—Âge de la population scolaire dans sept provinces du Canada, chiffres de 1923 ou du dernier rapport

No.	Province or part of Province	No. of Pupils enrolled whose age was									
		Under 5 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.
		Moins de 5 ans	5 ans	6 ans	7 ans	8 ans	9 ans	10 ans	11 ans	12 ans	13 ans
1	P.E.I.: Urban or graded.....	-	67	373	578	635	648	660	654	699	641
2	Rural ungraded.....	-	225	696	1,038	1,136	1,195	1,167	1,142	1,188	1,073
3	Total.....	-	292	1,069	1,616	1,771	1,843	1,827	1,796	1,887	1,714
4	N.S.: Cities and towns.....	-	1,075	3,438	4,759	4,970	4,906	5,076	4,891	4,838	4,776
5	Villages.....	-	539	1,361	1,891	2,072	2,232	2,157	2,215	2,093	1,854
6	Rural.....	-	1,165	2,697	3,812	4,182	4,556	4,339	4,142	4,197	3,901
7	Total.....	-	2,779	7,496	10,462	11,224	11,494	11,572	11,248	11,128	10,531
8	N.B.: Urban or graded.....	-	-	3,372	3,957	4,108	4,159	4,056	3,835	3,984	3,620
9	Rural ungraded.....	-	-	3,932	3,882	4,190	4,171	4,186	3,671	3,848	3,303
10	Total.....	-	-	7,304	7,839	8,298	8,330	8,242	7,506	7,832	6,923
11	Que.: Primary Schools:—										
12	Roman Catholic.....		84,574					331,376			
13	Protestant.....		10,349					49,505			
14	Total.....		94,923					380,881			
	Classical Colleges.....							1,982			
	Ont.: Public Schools—										
15	Cities and towns.....	-	15,025	26,596	28,995	29,573	28,796	28,247	27,189	24,961	22,483
16	Villages.....	-	2,638	2,053	2,496	2,566	2,660	2,584	2,724	2,705	2,099
17	Rural.....	-	4,157	15,881	21,929	23,402	22,887	22,808	21,703	22,155	19,991
18	Separate Schools—										
19	Cities etc.....	-	1,761	7,003	8,069	8,026	7,891	7,024	5,987	5,960	5,143
20	Rural.....	-	738	1,695	2,111	2,302	2,286	2,077	1,892	1,915	1,634
21	Continuation Schools.....	-	-	-	-	-	-	2	40	316	959
22	Other Sec. Schools.....	-	-	-	-	-	-	3	185	1,331	4,869
23	Total.....	-	22,319	53,228	63,600	65,869	63,520	62,745	59,720	59,343	57,178
24	Man.:.....	-	1,413	10,792	14,897	16,391	15,573	15,521	14,296	13,663	12,687
25	Sask.: Cities and towns.....	-	515	3,730	5,095	5,330	5,254	4,877	4,236	4,153	3,607
26	Villages.....	-	501	2,581	3,688	3,748	3,638	3,448	3,181	2,951	2,742
27	Rural.....	-	1,618	7,666	13,374	13,644	13,064	12,960	11,891	11,272	10,103
28	Secondary.....	-	-	-	-	-	-	-	7	100	419
29	Total.....	-	2,634	13,977	22,157	22,722	21,956	21,285	19,318	18,476	16,871
30	Alta.:.....	-	873	8,885	15,387	17,418	16,697	15,251	14,534	13,728	13,222

15.—State Controlled and Private Schools in Canada: Distribution of 1,247,607 Pupils by Age and Grade, 1923
15.—Écoles sous le contrôle administratif et privées au Canada: Répartition de 1,247,607 élèves par âge et par degré, en 1923

Age	Elementary Grades Degrés élémentaires										Secondary Grades Degrés secondaires				Total
	K and K.P. ¹	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII		
4 ²	810	247	—	1	—	—	—	—	—	—	—	—	—	1,058	
5.....	13,189	15,652	112	9	1	—	—	—	—	—	—	—	—	28,963	
6.....	11,001	78,808	5,535	281	17	5	—	—	—	—	—	—	—	95,647	
7.....	2,932	82,057	35,946	5,803	1,183	55	1	—	—	—	—	—	—	127,977	
8.....	1,254	41,825	51,237	27,658	11,199	1,772	107	18	—	—	—	—	—	135,070	
9.....	518	17,612	32,637	38,058	28,697	12,228	1,970	355	15	—	—	—	—	132,090	
10.....	92	8,054	16,191	27,056	35,043	28,024	10,787	2,666	327	14	1	—	—	128,255	
11.....	50	3,567	7,542	14,919	25,312	32,833	23,136	10,528	2,989	342	9	—	—	121,227	
12.....	20	2,132	3,947	8,329	16,193	25,185	28,402	20,131	12,327	2,305	225	12	—	119,208	
13.....	13	1,444	2,045	4,403	9,129	16,461	22,408	22,747	24,495	8,015	1,672	158	—	112,990	
Total 7-13.	4,879	156,691	149,545	126,226	126,756	116,558	86,811	56,445	40,153	10,676	1,907	170	—	876,817	
14.....	11	395	1,058	2,223	4,986	9,275	14,374	17,696	29,056	14,166	5,695	1,030	27	99,992	
15.....	6	143	457	1,000	1,823	3,743	6,288	9,177	19,683	13,779	9,328	3,760	280	69,467	
16.....	—	63	84	185	575	1,096	1,888	3,172	8,421	7,969	8,579	6,737	951	39,720	
17.....	1	18	19	50	78	136	415	747	2,250	3,103	4,928	6,695	1,582	20,022	
Total 14-17	18	619	1,618	3,458	7,462	14,250	22,965	30,792	59,410	39,017	28,530	18,222	2,840	229,201	
18.....	—	16	9	8	23	36	59	159	608	976	1,951	4,212	1,462	9,519	
19.....	—	16	5	16	17	20	43	53	214	526	1,038	3,021	1,533	6,502	
Total.	29,897	252,049	156,824	129,999	134,276	130,869	109,878	87,449	100,385	51,195	33,426	25,625	5,835	1,247,707	

¹K—Kindergarten.²K.P. Kindergarten Primary—Ecole maternelle primaire.³Includes earlier ages—Y compris élèves plus jeunes. ⁴Includes later years—y compris élèves plus vieux.

14.—Ages of pupils enrolled in Schools in Seven Provinces in Canada, 1923 or latest year reported
 14.—Âge de la population scolaire dans sept provinces du Canada, chiffres de 1923 ou du dernier rapport

Nombre d'élèves inscrits âgés de								Total	Province ou partie de province	N ^o
14 yrs. — 14 ans	15 yrs. — 15 ans	16 yrs. — 16 ans	17 yrs. — 17 ans	18 yrs. — 18 ans	19 yrs. — 18 ans	20 yrs. — 20 ans	21 yrs. or over — 21 ans ou plus			
580	475	358	139	38	12	2	5	6,564	I.P.-E.: Urbaines ou à classes multiples.	1
954	714	399	160	61	8	2	—	11,158	Rurales à classe unique.	2
1,534	1,189	757	299	99	20	4	5	17,722	Total.	3
4,347	3,729	2,771	1,556	776	252	69	55	52,284	N.-E.—Cités et villes.	4
1,760	1,406	871	503	215	87	12	14	21,282	Villages.	5
3,279	2,451	1,378	634	223	86	27	24	40,892	Rurales.	6
9,386	7,586	5,020	2,693	1,214	424	108	93	114,458	Total.	7
3,043	2,415	1,554	667	210	44	13	10	39,047	N.-B.—Urbaines ou à classes multiples.	8
2,521	1,512	753	327	106	46	6	13	36,467	Rurales, à classe unique.	9
5,564	3,927	2,307	994	316	90	19	23	75,514	Total.	10
34,604		8,928			1,264			480,746	Québec—Ecoles primaires:—	11
7,534		2,200			371			69,959	Catholiques.	12
42,138		11,128			1,635			530,705	Protestant.	13
2,975		2,470			1,798			9,225	Total.	14
16,471	8,187	2,747	582	115	16	—	—	259,983	Ont.—Ecoles publiques—	15
1,622	898	311	87	21	—	—	—	23,464	Cités et villes.	16
16,767	9,744	4,057	887	207	21	—	—	206,596	Villages.	17
3,806	1,685	616	195	60	4	—	—	63,230	Rurales.	18
1,266	829	291	78	30	11	—	—	18,955	Ecoles séparées.	19
1,784	2,063	1,676	1,099	512	197	67	62	8,777	Cités, etc.	20
9,127	10,060	8,403	5,700	3,036	1,258	412	247	44,631	Rurales.	21
50,843	33,266	18,101	8,628	3,981	1,507	479	309	625,636	Ecoles de continuation.	22
11,044	7,692	4,416	2,238	1,005	383	358	—	142,369	Autres écoles secondaires.	23
2,806	1,861	1,054	518	260	104	31	48	43,479	Total.	24
2,425	1,882	1,121	597	295	120	42	51	33,015	Man.—	25
8,842	4,340	1,451	511	181	61	46	29	111,043	Sask.—Cités et villes.	26
957	1,352	1,238	979	618	327	152	196	6,345	Villages.	27
15,030	9,436	4,864	2,605	1,354	612	261	324	193,882	Rurales.	28
11,723	9,518	5,498	2,807	1,404	588	281	231	148,045	Secondaires.	29
									Total.	30
									Alb.—	30

16.—Percentage of the Pupils 7 to 13 years of Age who are Accelerated or Retarded—Assuming Grade I as the Normal Grade at the Age of 7 years

16.—Pourcentage des élèves 7 à 13 ans avancés ou retardés—(On a fait le degré I le degré normal à sept ans)

P.C. of Total	Total	Boys	Girls	Rural	Urban	P.c. de total
Accelerated 1 grade.....	21.4	19.9	23.1	19.1	24.4	1 degré avancé.
“ 2 grades.....	8.0	7.1	9.1	7.0	9.0	2 degrés avancés.
“ 3 or more.....	1.9	1.5	2.2	1.7	1.6	3 degrés ou plus avancés.
Total.....	31.3	28.5	34.4	27.8	35.0	Total.
Retarded 1 grade.....	20.0	21.3	19.2	21.5	19.0	1 degré retardé.
“ 2 grades.....	9.5	10.4	8.2	11.0	7.7	2 degrés retardés.
“ 3 grades or more.....	5.9	6.6	5.4	7.8	4.0	3 degrés ou plus retardés.
Total.....	35.4	38.3	32.8	40.3	30.7	Total.

DOMINION BUREAU OF STATISTICS

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

17.—Prince Edward Island Schools, 1923—Écoles de l'Île du Prince-Édouard, 1923

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
5 ²	247	5	2	—	—	—	—	—	—	—	—	—	254	—	254
6.....	866	90	27	2	3	—	—	—	—	—	—	—	988	—	988
7.....	917	385	130	27	3	—	—	—	—	—	—	—	1,462	—	1,462
8.....	560	523	305	159	49	13	4	—	—	—	—	—	1,613	—	1,613
9.....	258	407	415	368	150	62	10	—	—	—	—	—	1,670	—	1,670
10.....	108	201	404	436	343	134	44	5	—	—	—	—	1,675	—	1,675
11.....	63	97	242	347	406	297	140	42	3	—	—	—	1,634	3	1,637
12.....	36	44	126	247	386	452	258	140	34	5	—	—	1,689	39	1,728
13.....	13	34	59	141	271	363	315	253	84	30	—	—	1,449	114	1,563
14.....	10	4	33	63	154	227	317	309	192	77	—	—	1,117	269	1,386
15.....	—	—	—	—	—	—	—	—	—	—	—	—	727	358	1,085
16.....	—	2	6	17	66	105	224	306	190	161	7	—	350	360	710
17.....	—	—	—	8	25	46	106	161	176	180	4	—	112	169	281
18.....	—	—	—	3	7	10	25	67	63	106	—	—	30	62	92
19.....	—	—	—	1	—	1	2	6	19	22	40	—	7	12	19
20.....	—	—	—	—	—	—	1	5	3	9	—	—	—	3	3
21 ³	—	—	—	—	—	—	—	3	—	1	—	—	4	1	5
Total...	3,080	1,794	1,751	1,819	1,864	1,712	1,451	1,310	768	611	11	—	14,781	1,390	16,171

18.—Nova Scotia Schools, 1923—Écoles de la Nouvelle-Écosse, 1923

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total			
	I (a)	I (b)	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Sec- ondary — Secondaires	Total
4 ²	156	7	—	1	—	—	—	—	—	—	—	—	—	164	—	164
5.....	2,296	260	52	7	—	—	—	—	—	—	—	—	—	2,615	—	2,615
6.....	4,727	2,036	587	135	9	2	—	—	—	—	—	—	—	7,496	—	7,496
7.....	3,328	3,909	2,386	735	90	13	1	—	—	—	—	—	—	10,462	—	10,462
8.....	1,365	3,298	3,669	2,167	595	120	9	1	—	—	—	—	—	11,224	—	11,224
9.....	493	1,913	3,120	3,343	1,912	576	120	13	4	—	—	—	—	11,494	—	11,494
10.....	240	943	1,922	2,960	3,101	1,749	529	104	22	2	—	—	—	11,570	2	11,572
11.....	112	464	1,085	2,068	2,891	2,582	1,421	470	126	29	—	—	—	11,219	29	11,248
12.....	79	286	547	1,229	2,022	2,595	2,375	1,262	569	151	11	2	—	10,964	164	11,128
13.....	39	157	338	691	1,281	1,975	2,244	1,894	1,310	529	71	2	—	9,929	602	10,531
14.....	21	80	176	346	734	1,241	1,550	1,698	1,937	1,238	341	33	1	7,773	1,613	9,386
15.....	11	30	76	162	325	613	844	1,113	1,579	1,719	880	218	16	4,753	2,833	7,586
16.....	6	13	25	50	95	204	308	482	816	1,252	1,148	554	67	1,999	3,021	5,020
17.....	1	4	6	15	21	46	66	122	282	592	827	582	135	557	2,136	2,693
18.....	1	3	3	—	5	5	10	34	50	166	371	318	148	111	1,003	1,114
19.....	—	1	—	1	2	4	1	6	10	43	112	177	67	25	399	424
20.....	—	—	—	—	1	—	1	5	11	24	41	24	8	100	108	108
21 ³	—	—	—	2	—	1	3	1	—	6	21	38	21	7	86	93
Total..	2,875	13,404	13,992	13,912	13,074	11,720	9,482	7,201	6,710	5,738	3,806	1,965	479	102,370	11,988	114,358

¹Exclusive of 60 schools.—Exclus 60 écoles.²Includes earlier ages.—Y compris élèves plus jeunes.³Includes later ages.—Y compris élèves plus vieux.⁴(a) Are those enrolled for the first time. (b) Those repeating after a previous first enrolment.⁴(a) Elèves commençants. (b) Elèves plus d'une année dans le degré.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

19.—New Brunswick Schools, 1923—Écoles du Nouveau-Brunswick, 1923

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
6 ²	3,241	457	22	2	—	—	—	—	—	—	—	—	3,722	—	3,722
7.....	1,983	1,857	379	37	—	—	—	—	—	—	—	—	4,256	—	4,256
8.....	953	1,578	1,523	354	29	—	—	—	—	—	—	—	4,439	—	4,439
9.....	448	906	1,457	1,278	339	20	1	—	—	—	—	—	4,449	—	4,449
10.....	210	492	908	1,396	1,013	262	33	1	—	—	—	—	4,375	—	4,375
11.....	103	267	616	971	1,119	752	217	11	—	—	—	—	4,136	—	4,136
12.....	67	143	401	751	965	989	808	154	8	—	—	—	4,278	8	4,286
13.....	30	76	214	427	681	826	871	674	72	9	1	—	3,799	82	3,881
14.....	8	23	99	225	372	600	705	793	350	92	4	—	2,825	446	3,271
15.....	2	11	16	67	160	269	407	625	580	311	77	6	1,557	974	2,531
16.....	3	2	8	25	42	82	152	327	451	320	206	9	641	986	1,627
17.....	1	2	—	2	8	23	28	96	198	165	152	18	160	533	693
18.....	—	—	—	1	2	7	9	15	58	67	53	6	34	184	218
19.....	—	—	—	—	2	—	3	6	13	8	13	2	12	36	48
20.....	—	—	—	—	1	—	1	1	7	3	—	—	3	11	14
21 ³	—	—	—	—	—	1	1	2	3	8	2	1	4	9	13
Total.....	7,049	5,814	5,703	5,537	4,813	3,833	3,236	2,705	1,734	982	511	42	38,690	3,269	41,959

20.—Ontario Schools, 1922—Écoles d'Ontario, en 1922

Age	K ⁴ and K.P. ⁵ E.M. P. ⁵	Elementary Grades—Degrés élémentaires								Sec'y Gr.—Deg.sec.				Total		
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ²	753	—	—	—	—	—	—	—	—	—	—	—	—	753	—	753
5.....	12,448	9,118	—	—	—	—	—	—	—	—	—	—	—	21,566	—	21,566
6.....	8,910	41,230	3,088	—	—	—	—	—	—	—	—	—	—	53,228	—	53,228
7.....	1,939	37,576	20,688	2,495	867	35	—	—	—	—	—	—	—	63,600	—	63,600
8.....	625	17,124	26,313	12,505	7,187	1,402	71	12	—	—	—	—	—	65,869	—	65,869
9.....	319	6,443	15,955	15,267	15,601	9,119	1,508	303	57	—	—	—	—	64,520	—	64,520
10.....	—	2,783	7,200	10,231	14,835	17,272	7,895	2,282	238	9	—	—	—	62,736	9	62,745
11.....	—	1,146	3,118	5,173	9,005	16,447	14,151	8,170	2,230	273	7	—	—	59,440	280	59,720
12.....	—	709	1,612	2,185	5,379	10,700	14,401	13,091	8,718	1,732	181	5	—	57,425	1,918	59,343
13.....	—	719	740	1,305	2,758	6,860	10,095	12,484	15,340	5,460	1,307	110	—	50,301	6,877	57,178
14.....	—	—	431	662	1,433	3,420	6,118	8,730	17,089	8,227	3,901	816	16	37,883	12,960	50,843
15.....	—	—	224	317	551	1,298	2,472	3,776	10,434	6,321	5,060	2,625	148	19,112	14,154	33,266
16.....	—	—	—	—	258	465	768	1,174	4,315	2,803	3,738	4,035	545	6,980	11,121	18,101
17.....	—	—	—	—	—	—	170	251	955	859	1,742	3,746	905	1,376	7,252	8,628
18.....	—	—	—	—	—	—	—	—	266	195	572	2,111	837	266	3,715	3,981
19.....	—	—	—	—	—	—	—	—	—	89	232	1,223	751	—	2,295	2,295
Total.....	24,994	116,848	79,369	50,810	58,504	67,018	57,649	50,273	59,590	25,968	16,740	14,671	3,202	565,055	60,581	625,636

21.—Manitoba Schools, 1923—Écoles de Manitoba⁶ en 1923

Age	K. ⁴	Elementary Grades—Degrés élémentaires								Sec'y Gr.—Deg.sec.				Total		
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
5 ²	144	848	20	—	—	—	—	—	—	—	—	—	—	1,012	—	1,012
6.....	303	6,413	306	18	2	—	—	—	—	—	—	—	—	7,042	—	7,042
7.....	241	7,357	2,181	306	16	—	—	—	—	—	—	—	—	10,101	—	10,101
8.....	134	4,274	4,370	2,000	285	11	5	—	—	—	—	—	—	11,079	—	11,079
9.....	54	1,816	3,192	3,682	1,646	249	41	7	—	—	—	—	—	10,687	—	10,687
10.....	38	864	1,853	3,070	3,226	1,440	279	28	9	—	—	—	—	10,807	—	10,807
11.....	17	379	857	1,761	2,888	2,663	1,222	187	82	5	—	—	—	10,056	5	10,061
12.....	9	216	493	1,023	1,840	2,565	2,292	789	529	85	3	4	—	9,756	92	9,848
13.....	5	95	220	540	1,048	1,642	2,109	1,351	1,363	403	50	16	—	8,373	469	8,842
14.....	4	52	99	217	565	948	1,253	1,148	1,720	983	257	49	1	6,006	1,290	7,296
15.....	2	13	29	90	191	359	486	618	1,192	1,071	665	211	6	2,980	1,953	4,933
16.....	—	8	12	29	38	82	133	180	468	682	750	435	17	950	1,884	2,834
17.....	1	1	1	8	15	29	42	135	265	487	472	29	—	240	1,253	1,493
18.....	—	4	—	1	3	2	14	16	36	78	164	372	28	76	642	718
19.....	—	—	—	—	1	1	6	4	14	17	46	191	12	26	266	292
20.....	—	—	—	—	1	1	1	2	4	13	24	87	17	10	141	151
21 ³	—	—	—	—	2	—	3	1	4	12	23	68	5	11	108	119
Total.....	952	22,340	13,633	12,748	11,758	9,981	7,871	4,373	5,556	3,614	2,469	1,905	115	89,212	8,103	97,313

¹Includes only graded schools and 97 ungraded schools. ²Includes earlier ages. ³Includes later ages. ⁴K. Kindergarten. ⁵K.P. Kindergarten Primary. ⁶Exclusive of Winnipeg Elementary Schools, but inclusive of suburban centers.

⁷Exclusive of 5,070 unclassified by age and grade.

¹Y compris seulement écoles à classes multiples et 79 écoles à classe unique. ²Y compris élèves plus jeunes. ³Y compris élèves plus vieux. ⁴Ecole maternelle. ⁵E.M.P. Ecole maternelle primaire. ⁶A l'exclusion des écoles élémentaires de Winnipeg mais y compris les centres suburbains. ⁷Exclus 5,070 non classifiés par âge et degré.

DOMINION BUREAU OF STATISTICS

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

22.—Saskatchewan Schools,¹ 1923—Écoles de la Saskatchewan¹ en 1923

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total			
	K and K.P. — E.M. P.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elémentaires	Sec- ondary — Secondaires	Total
4 ¹	57	84	—	—	—	—	—	—	—	—	—	—	—	141	—	141
5.....	249	2,216	28	—	—	—	—	—	—	—	—	—	—	2,493	—	2,493
6.....	538	12,704	663	70	2	—	—	—	—	—	—	—	—	13,977	—	13,977
7.....	2	16,369	4,551	1,132	100	3	—	—	—	—	—	—	—	22,157	—	22,157
8.....	1	8,643	7,812	4,911	1,231	118	6	1	—	—	—	—	—	22,722	—	22,722
9.....	—	3,800	5,069	7,329	4,545	1,052	141	14	6	—	—	—	—	21,956	—	21,956
10.....	—	1,848	2,560	5,308	6,875	3,540	1,002	108	40	3	1	—	—	21,281	4	21,285
11.....	—	792	1,270	2,841	5,259	5,116	2,886	777	350	22	2	—	—	19,291	24	19,315
12.....	—	477	680	1,648	3,537	4,486	4,058	2,005	1,410	176	12	—	—	18,301	188	18,489
13.....	—	225	366	945	2,143	2,989	3,543	2,657	3,151	744	111	3	—	16,019	858	16,877
14.....	—	131	206	543	1,289	1,958	2,597	2,294	3,867	1,603	488	56	2	12,885	2,149	15,034
15.....	—	33	59	186	387	735	1,051	1,222	2,604	1,826	1,020	275	28	6,277	3,149	9,426
16.....	—	14	23	51	93	133	300	367	991	1,122	1,017	643	100	1,972	2,882	4,854
17.....	—	7	4	15	20	42	75	97	323	476	645	722	178	583	2,021	2,604
18.....	—	3	3	3	9	13	17	23	95	190	280	554	163	166	1,187	1,553
19.....	—	2	2	4	2	3	7	7	24	43	114	291	114	51	562	613
20.....	—	—	—	—	4	2	4	1	15	18	41	112	62	28	233	261
21 ²	—	5	1	2	2	—	6	1	17	29	35	163	63	34	290	324
Total....	847	47,355	23,297	24,988	25,498	20,190	15,692	9,574	12,893	6,252	3,766	2,819	710	180,334	13,547	193,881

23.—Alberta Schools, 1923—Écoles de l'Alberta, 1923

Age	Elementary Grades — Degrès élémentaires									Secondary Grades — Degrés secondaires				Total		
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Ele- men- taires	Second- ary — Secondaires	Total
51...	248	620	4	—	1	—	—	—	—	—	—	—	—	873	—	873
6...	1,057	7,500	316	11	1	—	—	—	—	—	—	—	—	8,885	—	8,885
7...	695	10,256	3,774	618	43	1	—	—	—	—	—	—	—	15,387	—	15,387
8...	326	5,448	6,776	4,089	738	39	2	—	—	—	—	—	—	17,418	—	17,418
9...	134	2,375	3,855	6,356	3,201	693	77	6	—	—	—	—	—	16,697	—	16,697
10...	51	1,033	1,942	4,009	5,006	2,508	644	51	7	—	—	—	—	15,251	—	15,251
11...	33	504	844	2,190	3,885	4,226	2,207	520	120	5	—	—	—	14,529	5	14,534
12...	11	259	437	1,097	2,409	3,432	3,615	1,720	678	69	1	—	—	13,658	70	13,728
13...	8	164	269	664	1,319	2,052	3,106	2,983	2,189	422	43	3	—	12,754	468	13,222
14...	7	89	120	331	717	1,136	2,027	2,694	3,093	1,162	321	24	2	10,214	1,509	11,723
15...	3	51	59	184	295	521	996	1,760	2,817	1,740	849	187	56	6,686	2,832	9,518
16...	—	18	19	50	64	151	258	649	1,298	1,266	1,132	496	97	2,507	2,991	5,498
17...	—	3	5	10	24	20	50	169	304	557	785	669	170	621	2,181	2,802
18...	—	4	3	4	6	9	10	67	86	228	383	467	137	189	1,215	1,404
19...	—	1	1	2	2	2	3	13	28	81	105	233	117	52	536	588
20...	—	1	—	—	—	1	2	2	90	42	50	86	77	26	255	281
214...	—	—	—	2	1	—	1	3	24	29	50	60	61	31	200	231
Total	2,573	28,326	18,424	19,617	17,712	14,791	12,993	10,637	10,700	5,601	3,719	2,225	717	135,778	12,262	148,040

¹Includes earlier ages. ²Includes later ages. ³Exclusive of 440 unclassified by age, sex and grade.

⁴Y compris élèves plus jeunes. ⁵Y compris élèves plus vieux. ⁶Exclus 440 non-classifiés par âge et degré.

3.—AGE-GRADE DISTRIBUTION OF PUPILS IN DIFFERENT TYPES OF SCHOOLS 3.—RÉPARTITION DES ÉLÈVES SELON LE TYPE D'ÉCOLE

24.—School attendance of the rural and urban population 5 to 19 years of age by single years, classified by nativity, months at school and by provinces, 1921—(Indians excluded)

24.—Présence à l'école de la population rurale et urbaine de 5 à 19 ans, à chaque âge, classifiée par durée de fréquentation et par provinces en 1921—(Indiens exceptés)

All Classes—Toutes les classes										
Age	Total Number — Nombre total	At school for any period — A l'école pour une période quelconque		Number at school by months by months Nombre à l'école par mois						
		No.	p.c.	1-3		4-6		7-9		
				No.	p.c.	No.	p.c.	No.	p.c.	
CANADA ¹										
Total—										
5-19 years—ans	2,728,524	1,683,917	61.72	71,543	2.63	131,695	4.82	1,480,679	54.27	
5 " "	213,037	30,188	14.17	9,136	4.29	4,603	2.16	16,449	7.72	
6 " "	214,838	112,375	52.31	19,939	9.28	14,908	6.94	77,528	36.09	
7 " "	209,908	173,293	82.56	11,620	5.54	15,812	7.53	145,861	69.49	
8 " "	205,466	187,577	91.29	5,660	2.75	13,977	6.80	167,940	81.74	
9 " "	191,849	179,671	93.65	3,947	2.05	11,989	6.25	163,735	85.35	
6-9 " "	822,061	652,916	79.42	41,166	5.00	56,686	6.90	555,064	67.52	
10 " "	191,688	181,516	94.69	3,383	1.77	11,524	6.01	166,609	86.91	
11 " "	177,663	168,245	94.70	2,994	1.69	10,557	5.94	154,694	87.07	
12 " "	185,453	172,929	93.25	3,152	1.70	11,532	6.22	158,245	85.33	
13 " "	173,063	153,117	88.47	3,076	1.78	10,624	6.14	139,417	80.55	
14 " "	173,756	128,023	73.68	3,287	1.90	10,459	6.02	114,277	65.78	
10-14 " "	901,623	803,830	89.15	15,892	1.76	54,696	6.07	733,242	81.32	
15 " "	161,952	83,366	51.48	2,343	1.44	7,068	4.34	73,955	45.70	
16 " "	166,467	54,484	32.73	1,448	.87	4,278	2.58	48,758	29.30	
17 " "	158,223	31,072	19.64	852	.54	2,252	1.42	27,968	17.68	
18 " "	159,764	18,031	11.29	440	.28	1,301	.81	16,290	10.20	
19 " "	145,397	10,030	6.90	266	.19	811	.56	8,953	6.15	
15-19 " "	791,803	196,983	24.88	5,349	.67	15,710	1.99	175,924	22.22	
Rural—Rurale—										
5-19 years—ans	1,446,279	848,235	58.65	55,849	3.90	102,875	7.11	689,511	47.60	
5 " "	114,990	15,376	13.37	6,075	5.28	2,546	2.22	6,755	5.87	
6 " "	114,145	56,117	49.16	14,362	12.59	9,034	7.90	32,721	28.67	
7 " "	111,462	88,092	79.03	9,488	8.51	11,925	10.70	66,679	59.81	
8 " "	109,172	97,002	88.85	4,838	4.44	11,451	10.49	80,713	73.92	
9 " "	102,521	94,064	91.75	3,395	3.31	10,104	9.85	80,565	78.59	
6-9 " "	437,300	335,275	76.67	32,083	7.34	42,514	9.72	260,678	59.61	
10 " "	102,717	95,517	92.99	2,944	2.86	9,842	9.58	82,731	80.55	
11 " "	95,514	88,789	92.96	2,592	2.71	9,054	9.48	77,143	80.77	
12 " "	99,322	90,267	90.88	2,712	2.75	9,939	10.01	77,616	78.05	
13 " "	92,716	78,361	84.52	2,658	2.87	8,983	9.69	66,720	71.96	
14 " "	93,567	63,165	67.51	2,786	2.99	8,692	9.29	51,687	55.23	
10-14 " "	483,836	416,099	86.00	13,692	2.84	46,510	9.60	355,897	73.55	
15 " "	86,564	38,032	43.94	1,879	2.17	5,624	6.50	30,529	35.27	
16 " "	87,303	22,175	25.40	1,117	1.28	3,097	3.55	17,961	20.57	
17 " "	81,828	11,620	14.20	594	.72	1,423	1.74	9,603	11.74	
18 " "	81,392	6,292	7.73	271	.33	729	.90	5,292	6.50	
19 " "	73,066	3,366	4.61	138	.19	432	.59	2,796	3.83	
15-19 " "	410,153	81,485	19.87	3,999	.97	11,305	2.75	66,181	16.15	
Urban—Urbaine—										
5-19 years—ans	1,282,245	835,682	65.17	15,694	1.23	28,820	2.24	791,168	61.70	
5 " "	98,047	14,812	15.11	3,061	3.12	2,057	2.10	9,694	9.79	
6 " "	100,693	56,258	55.87	5,577	5.53	5,874	5.85	44,807	44.49	
7 " "	98,446	85,201	86.55	2,132	2.16	3,887	3.96	79,182	80.43	
8 " "	96,294	90,575	94.06	822	.85	2,526	2.62	87,227	90.59	
9 " "	89,328	85,607	95.83	552	.61	1,885	2.11	83,170	93.11	
6-9 " "	384,761	317,641	82.56	9,083	2.36	14,172	3.68	294,386	76.52	
10 " "	88,971	85,999	96.66	439	.49	1,682	1.89	83,878	94.28	
11 " "	82,149	79,465	96.72	402	.48	1,503	1.83	77,551	94.41	
12 " "	86,131	82,662	95.97	440	.51	1,593	1.85	80,629	93.61	
13 " "	80,347	74,756	93.04	418	.50	1,641	2.04	72,697	90.50	
14 " "	80,189	64,855	80.88	501	.63	1,767	2.20	62,590	78.05	
10-14 " "	417,787	387,731	92.81	2,800	.62	8,186	1.90	377,345	90.34	
15 " "	75,388	45,334	60.13	464	.61	1,444	1.91	43,426	57.61	
16 " "	79,164	32,309	40.81	331	.41	1,181	1.43	30,797	38.92	
17 " "	76,395	19,452	25.46	258	.32	829	1.08	18,365	24.03	
18 " "	78,372	11,739	14.98	169	.21	572	.72	10,998	14.05	
19 " "	72,331	6,664	9.21	128	.17	379	.52	6,157	8.52	
15-19 " "	381,650	115,498	30.26	1,350	.35	4,405	1.15	109,743	28.76	

¹Exclusive of Yukon, Northwest Territories and Canadian Navy.—¹Ne comprend pas le Yukon, les Territoires du Nord-Ouest ni la Marine Canadienne.

25.—Illiteracy in the rural and urban population by certain age groups, sex and nativity, by provinces, 1921
25.—Population illettrée, tant rurale qu'urbaine, classifiée par groupes d'âge, par sexe et par lieu de naissance par provinces, en 1921

Sex and age Sexe et âge	All classes			Canadian born			British born			Foreign born		
	Toutes catégories			Née au Canada			Née britannique			Née à l'étranger		
	Total	Illiterate		Total	Illiterate		Total	Illiterate		Total	Illiterate	
		No.	p.c.		No.	p.c.		No.	p.c.		No.	p.c.
CANADA ¹												
Rural—Rurale—												
10 years and over—10 ans et plus.....												
Male—Masculine.....	3,276,406	228,350	6.97	2,458,288	164,730	6.70	358,026	3,134	.88	460,092	60,486	13.15
Female—Féminine.....	1,793,994	135,567	7.56	1,309,362	101,492	7.75	205,460	2,067	1.01	279,172	32,008	11.47
10-20.....	1,482,412	92,783	6.26	1,148,926	63,238	5.50	152,566	1,067	.70	180,920	28,478	15.74
Male—Masculine.....	987,054	55,334	5.58	851,128	31,127	3.66	49,607	193	.39	86,319	4,014	4.65
Female—Féminine.....	517,173	20,459	3.96	442,134	18,268	4.13	28,082	125	.45	46,957	2,066	4.40
21-64.....	469,881	14,875	3.17	408,994	12,859	3.14	21,525	68	.32	39,362	1,948	4.95
Male—Masculine.....	2,060,899	154,194	7.48	1,486,460	101,442	7.11	280,346	1,842	.66	353,393	50,910	14.41
Female—Féminine.....	1,151,797	92,577	8.04	770,516	64,447	8.36	161,603	1,344	.83	219,678	26,786	12.19
65 and over—et plus.....	908,602	61,617	6.78	656,144	36,995	5.64	118,743	498	.42	133,715	24,124	18.04
Male—Masculine.....	222,139	38,256	17.22	174,400	31,652	18.15	27,933	1,094	3.92	19,806	6,510	27.82
Female—Féminine.....	120,907	22,221	18.38	93,228	18,518	19.86	15,673	593	3.78	12,006	3,110	25.90
	101,232	16,035	15.84	81,172	13,134	16.18	12,260	501	4.09	7,800	2,400	30.77
Urban—Urbaine—												
10 years and over—10 ans et plus.....												
Male—Masculine.....	3,394,830	105,682	3.11	2,332,428	58,517	2.51	673,333	4,671	.69	389,069	42,494	10.92
Female—Féminine.....	1,667,244	59,675	3.58	1,104,332	33,128	3.00	343,973	2,289	.67	218,939	24,258	11.08
10-20.....	1,727,586	46,007	2.66	1,228,096	25,389	2.07	329,360	2,382	.72	170,130	18,236	10.72
Male—Masculine.....	872,799	8,394	.96	707,138	6,193	.88	99,393	234	.24	66,268	1,967	2.97
Female—Féminine.....	418,922	4,566	1.09	338,984	3,423	1.01	47,955	117	.24	31,983	1,026	3.21
21-64.....	453,877	3,828	.84	368,154	2,770	.75	51,438	117	.23	34,285	941	2.74
Male—Masculine.....	2,314,753	79,706	3.44	1,777,975	38,372	2.60	587,848	3,015	.67	308,390	38,319	12.40
Female—Féminine.....	1,149,551	45,920	3.99	696,517	22,214	3.19	273,403	1,561	.57	179,631	22,145	12.33
65 and over—et plus.....	1,165,202	33,786	2.90	781,458	16,158	2.07	254,445	1,454	.57	129,299	16,174	12.51
Male—Masculine.....	196,651	16,728	8.51	137,380	13,254	9.65	46,772	1,394	3.05	13,559	2,080	15.84
Female—Féminine.....	93,238	8,715	9.35	63,713	7,145	11.21	22,429	593	2.64	7,096	977	13.77
	103,413	8,013	7.75	73,607	6,109	8.30	23,343	801	3.43	6,463	1,103	17.07

26.—Urban Schools in Canada: Distribution of 573,835 Pupils by Age and Grade, 1923

26.—Écoles urbaines au Canada: Répartition de 573,835 élèves par âge et par degré, en 1923

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total			
	² K and K.P. — E.M.P	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elémen- taires	Secon- dary — Second- aires	Total
43.....	810	43	—	—	—	—	—	—	—	—	—	—	—	853	—	853
5.....	12,318	6,745	40	6	—	—	—	—	—	—	—	—	—	19,109	—	19,109
6.....	8,607	40,699	3,207	108	1	—	—	—	—	—	—	—	—	52,622	—	52,622
7.....	1,423	36,478	19,911	2,730	619	16	—	—	—	—	—	—	—	61,177	—	61,177
8.....	347	15,927	26,233	13,650	6,771	912	39	8	—	—	—	—	—	63,887	—	63,887
9.....	161	5,654	17,255	17,587	15,515	7,123	1,067	225	4	—	—	—	—	64,591	—	64,591
10.....	7	2,286	6,532	11,465	16,798	15,423	6,335	1,548	111	7	1	—	—	60,505	8	60,523
11.....	2	930	2,755	5,649	10,747	16,603	12,718	6,085	1,492	35	2	—	—	56,981	37	57,018
12.....	—	525	1,318	3,053	6,315	11,356	14,395	10,811	6,566	295	48	5	—	54,334	348	54,682
13.....	—	398	629	1,455	3,158	10,529	10,688	11,471	12,423	1,442	285	20	—	47,751	1,747	49,498
Total 7-13.....	1,940	62,198	74,633	55,589	59,918	58,962	45,242	30,148	20,596	1,779	336	25	—	409,226	2,140	411,366
14.....	—	76	295	693	1,576	3,757	6,330	8,350	13,441	3,713	1,222	115	4	34,517	5,054	39,571
15.....	—	27	145	333	591	1,402	2,565	3,910	8,380	4,504	2,721	642	55	17,353	7,922	25,275
16.....	—	16	19	56	212	414	768	1,238	3,469	2,856	2,860	1,579	192	6,192	7,487	13,679
17.....	—	4	4	14	16	35	153	253	975	1,198	1,795	1,665	358	1,404	5,016	6,420
Total 14-17.....	—	123	463	1,096	2,395	5,608	8,816	13,751	26,214	12,271	8,598	4,001	609	59,466	25,479	84,945
18.....	—	4	3	2	3	5	13	41	215	373	739	1,206	344	281	2,662	2,943
19.....	—	1	—	3	5	7	5	18	52	133	354	1,039	386	85	1,912	1,997
Total.....	23,675	109,813	78,346	56,804	62,322	64,582	55,076	43,952	47,072	14,556	10,027	6,271	1,339	541,642	32,193	573,835

¹ Exclusive of Yukon, Northwest Territories, and Canadian Navy.—1 Ne comprend pas le Yukon, les Territoires du Nord-Ouest ni la Marine Canadienne.

² K=Kindergarten. K.P.=Kindergarten primary. E.M.P.=Ecole maternelle primaire.

³ Includes earlier ages.—Y compris élèves plus jeunes.

⁴ Includes later ages.—Y compris élèves plus vieux.

NOTE—Table 26 does not include Ontario Secondary Schools (see tables 74 and 75)—Note—Ne comprend pas les écoles secondaires de l'Ontario (voir tableaux 74 et 75.)

27.—Rural Schools in Canada: Distribution of 439,912 Pupils by Age and Grade, 1923

27.—Écoles rurales au Canada: Répartition de 439,912 élèves par âge et par degré, en 1923

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total			
	¹ K and K.P. E.M.P.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- — taires	Second- — aires	Total
4 ²	—	181	—	1	—	—	—	—	—	—	—	—	—	182	—	182
5.....	523	7,737	52	3	—	—	—	—	—	—	—	—	—	8,315	—	8,315
6.....	1,144	29,980	1,830	149	13	4	—	—	—	—	—	—	—	33,120	—	33,120
7.....	759	33,418	10,658	2,303	497	35	1	—	—	—	—	—	—	47,671	—	47,671
8.....	413	19,294	17,306	9,268	3,512	791	63	9	—	—	—	—	—	50,656	—	50,656
9.....	212	8,940	12,769	13,190	9,404	4,219	801	119	9	—	—	—	—	49,663	—	49,663
10.....	31	4,435	7,275	10,865	12,414	9,561	3,658	1,027	198	1	—	—	—	49,464	1	49,465
11.....	15	1,973	3,692	6,565	9,976	11,265	7,721	3,753	1,323	74	1	—	—	46,283	75	46,358
12.....	9	1,263	2,061	3,915	7,039	9,755	9,713	7,119	4,848	354	21	1	—	45,722	376	46,098
13.....	5	841	1,078	2,128	4,353	6,447	8,075	7,746	9,454	1,118	124	2	—	40,127	1,244	41,371
Total 7-13.	1,444	70,164	54,839	48,234	47,195	42,073	30,032	19,773	15,832	1,547	146	3	—	329,586	1,696	331,282
14.....	4	200	607	1,123	2,567	4,047	5,687	6,217	11,900	2,006	369	19	—	32,352	2,394	34,746
15.....	2	56	231	451	876	1,693	2,474	3,238	8,067	2,059	663	90	—	17,088	2,812	19,900
16.....	—	25	41	75	280	495	804	1,137	3,506	1,235	714	127	1	6,363	2,077	8,440
17.....	1	9	8	20	37	73	196	286	894	528	459	131	2	1,524	1,120	2,644
Total 14-17.	7	290	887	1,569	3,760	6,308	9,161	10,878	24,367	5,828	2,205	367	3	57,327	8,403	65,730
18.....	—	8	2	2	15	16	30	43	265	179	201	100	1	381	481	862
19 ³	—	9	3	8	8	8	25	15	54	87	116	87	1	130	291	421
Total..	3,118	108,369	57,613	50,066	50,991	48,409	39,248	30,709	40,518	7,641	2,668	557	5	429,041	10,871	439,912

28.—Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

Prince Edward Island. All graded schools, 1923.—Île du Prince-Edouard. Ecoles de classes multiples, 1923

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémen- taires	Secondary — Secon- daires	Total
5 ²	67	—	—	—	—	—	—	—	—	—	—	—	67	—	67
6.....	336	21	16	—	—	—	—	—	—	—	—	—	373	—	373
7.....	401	117	56	—	—	—	—	—	—	—	—	—	578	—	578
8.....	253	234	102	34	12	—	—	—	—	—	—	—	635	—	635
9.....	124	182	193	118	27	—	—	—	—	—	—	—	648	—	648
10.....	48	101	194	164	109	38	5	1	—	—	—	—	660	—	660
11.....	36	38	122	163	154	94	33	12	2	—	—	—	652	2	654
12.....	16	13	57	119	140	200	84	61	7	2	—	—	690	9	699
13.....	3	10	30	65	115	149	115	111	27	16	—	—	598	43	641
14.....	5	1	13	26	70	81	114	146	80	44	—	—	456	124	580
15.....	1	—	3	8	22	46	79	128	96	85	7	—	287	188	475
16.....	—	—	1	3	11	25	41	72	113	88	4	—	153	205	358
17.....	—	—	—	1	4	2	8	32	29	63	—	—	47	92	139
18.....	—	—	—	—	1	1	2	6	13	15	—	—	10	28	38
19.....	—	—	—	—	—	—	1	3	2	5	—	—	5	7	12
20.....	—	—	—	—	—	—	—	—	—	2	—	—	—	2	2
21 ³	—	—	—	—	—	—	—	—	—	1	—	—	—	1	5
Total.....	1,290	717	787	704	666	639	485	575	369	321	11	—	5,863	701	6,564

¹ K=Kindergarten. K.P.=Kindergarten Primary. E.M.P.Ecole maternelle primaire.²Includes earlier ages.—Y compris élèves plus jeunes. ³Includes later ages.—Y compris élèves plus vieux.

29.—Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

¹ Prince Edward Island. Ungraded schools, 1923—¹ Ile du Prince Edouard. Ecoles de classe unique, 1923

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- men- tary — Elé- men- taires	Sec- ondary — Sec- ondaires	Total
5 ²	180	5	2	—	—	—	—	—	—	—	—	—	187	—	187
6.....	530	69	11	2	3	—	—	—	—	—	—	—	615	—	615
7.....	516	268	74	24	2	—	—	—	—	—	—	—	884	—	884
8.....	307	289	203	125	37	13	4	—	—	—	—	—	978	—	978
9.....	134	225	222	250	133	60	8	—	—	—	—	—	1,022	—	1,022
10.....	60	100	210	272	234	96	39	4	—	—	—	—	1,015	—	1,015
11.....	27	59	120	184	252	203	107	30	1	—	—	—	992	1	993
12.....	20	31	69	128	246	252	174	79	27	3	—	—	999	30	1,029
13.....	10	24	29	76	156	214	200	142	57	14	—	—	851	71	922
14.....	5	3	20	37	84	146	203	163	112	33	—	—	661	145	806
15.....	—	2	3	9	44	59	145	178	94	76	—	—	430	170	600
16.....	—	2	1	5	14	21	65	89	63	92	—	—	197	155	352
17.....	—	—	—	2	3	8	17	35	34	43	—	—	65	77	142
18.....	1	—	—	1	—	1	4	13	9	25	—	—	20	34	54
19.....	—	—	—	—	—	—	—	2	1	4	—	—	2	5	7
20.....	—	—	—	—	—	—	—	—	1	—	—	—	—	1	1
21 ³	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total.....	1,790	1,077	964	1,115	1,198	1,073	966	735	399	290	—	—	8,918	689	9,607

30.—Nova Scotia Urban Schools, 1923—Écoles urbaines, Nouvelle-Écosse, 1923

Age	Elementary Grades — Degrés élémentaires									Secondary Grades — Degrés secondaires				Total		
	I (a) ⁴	I (b) ⁴	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
4 ²	30	1	—	—	—	—	—	—	—	—	—	—	—	31	—	31
5.....	958	67	13	6	—	—	—	—	—	—	—	—	—	1,044	—	1,044
6.....	2,429	716	234	59	—	—	—	—	—	—	—	—	—	3,438	—	3,438
7.....	1,633	1,692	1,169	260	5	—	—	—	—	—	—	—	—	4,759	—	4,759
8.....	573	1,432	1,936	887	131	11	—	—	—	—	—	—	—	4,970	—	4,970
9.....	180	729	1,546	1,615	696	123	17	—	—	—	—	—	—	4,906	—	4,906
10.....	69	340	929	1,448	1,454	699	133	4	—	—	—	—	—	5,076	—	5,076
11.....	30	160	462	928	1,404	1,245	527	110	24	1	—	—	—	4,890	1	4,891
12.....	19	88	203	542	948	1,280	1,099	473	159	26	—	1	—	4,811	27	4,838
13.....	10	43	124	282	576	958	1,128	912	575	90	17	1	—	4,608	108	4,716
14.....	4	17	62	141	303	568	803	878	951	471	129	19	1	3,727	620	4,347
15.....	2	12	20	62	142	283	426	600	802	807	441	117	15	2,349	1,380	3,729
16.....	—	7	9	22	43	99	169	279	480	600	641	356	66	1,108	1,663	2,771
17.....	—	2	1	5	7	15	27	61	174	288	446	395	135	292	1,264	1,556
18.....	1	3	2	—	1	1	4	17	24	82	197	296	148	53	723	776
19.....	—	1	—	—	1	2	—	1	5	10	47	120	65	10	242	252
20.....	—	—	—	—	—	—	—	—	—	4	9	29	24	3	66	69
21 ³	—	—	—	—	—	—	—	—	3	2	9	23	21	—	55	55
Total..	5,938	5,310	6,710	6,257	5,711	5,284	4,333	3,335	3,197	2,381	1,936	1,357	475	46,075	6,149	52,284

¹ Exclusive of 60 schools.—Exclus 60 écoles.² Includes earlier ages.—Y compris élèves plus jeunes. ³ Includes later ages.—Y compris élèves plus vieux.⁴ I(a)—Those enrolled for the first term—Elèves commençants. ⁴ I(b)—Those repeating after a previous first enrolment.—Elèves plus d'une année dans le degré.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

31.—Nova Scotia Village Schools, 1923—Écoles des villages, Nouvelle-Écosse, 1923

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total			
	I (a) ¹	I (b) ¹	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
4 ²	22	1	—	—	—	—	—	—	—	—	—	—	—	23	—	23
5.....	455	48	13	—	—	—	—	—	—	—	—	—	—	516	—	516
6.....	826	436	88	9	1	—	—	—	—	—	—	—	—	1,361	—	1,361
7.....	567	817	380	113	11	3	—	—	—	—	—	—	—	1,891	—	1,891
8.....	252	670	604	393	126	23	3	1	—	—	—	—	—	2,072	—	2,072
9.....	98	445	547	620	372	124	21	3	2	—	—	—	—	2,232	—	2,232
10.....	47	211	364	520	557	331	100	21	5	1	—	—	—	2,156	1	2,157
11.....	23	123	225	412	546	467	273	118	24	4	—	—	—	2,211	4	2,215
12.....	12	67	121	232	340	498	420	267	98	35	3	—	—	2,055	38	2,093
13.....	8	27	63	145	226	353	378	336	195	100	23	—	—	1,731	123	1,854
14.....	3	23	34	66	113	246	267	301	342	262	95	8	—	1,395	365	1,760
15.....	2	5	21	31	58	109	160	197	270	317	186	49	1	853	553	1,406
16.....	1	2	3	4	15	30	47	76	91	239	231	132	—	269	602	871
17.....	—	1	—	4	—	3	12	23	33	108	186	132	—	77	426	503
18.....	—	—	1	—	—	2	2	3	5	26	85	91	—	13	202	215
19.....	—	—	—	—	1	—	1	1	1	8	28	46	1	4	83	87
20.....	—	—	—	—	—	—	—	—	1	2	3	6	—	1	11	12
21 ³	—	—	—	1	—	1	—	—	—	1	3	8	—	2	12	14
Total...	2,316	2,876	2,465	2,550	2,366	2,191	1,684	1,347	1,067	1,103	843	472	2	18,862	2,420	21,282

32.—Nova Scotia Rural Schools, 1923—Écoles rurales de Nouvelle-Écosse, 1923

4 ²	104	5	—	1	—	—	—	—	—	—	—	—	—	110	—	110
5.....	883	145	26	1	—	—	—	—	—	—	—	—	—	1,055	—	1,055
6.....	1,472	884	265	67	8	1	—	—	—	—	—	—	—	2,697	—	2,697
7.....	1,128	1,400	837	362	74	10	1	—	—	—	—	—	—	3,812	—	3,812
8.....	540	1,196	1,129	887	338	86	6	—	—	—	—	—	—	4,182	—	4,182
9.....	215	739	1,027	1,108	844	329	82	10	2	—	—	—	—	4,356	—	4,356
10.....	124	392	629	992	1,090	719	296	79	17	1	—	—	—	4,338	1	4,339
11.....	59	181	398	728	941	870	621	242	78	24	—	—	—	4,118	24	4,142
12.....	48	131	223	455	734	817	866	522	312	90	8	1	—	4,098	99	4,197
13.....	21	87	151	264	479	664	738	646	540	279	31	1	—	3,590	311	3,901
14.....	14	40	80	139	308	427	480	519	644	505	117	6	—	2,651	628	3,279
15.....	7	13	35	69	125	221	258	316	507	595	253	52	—	1,551	900	2,451
16.....	5	4	13	24	37	75	92	127	245	413	276	66	1	622	756	1,378
17.....	1	1	4	6	14	22	27	38	75	196	195	55	—	188	446	634
18.....	—	—	—	—	4	2	4	14	21	58	89	31	—	45	178	223
19.....	—	—	—	1	—	2	—	4	4	25	37	11	1	11	74	85
20.....	—	—	—	—	1	—	1	1	1	5	12	6	—	4	23	27
21 ³	—	—	—	1	—	—	3	1	—	3	9	7	—	5	19	24
Total...	4,621	5,218	4,817	5,105	4,997	4,245	3,465	2,519	2,446	2,194	1,027	236	2	37,433	3,459	40,892

33.—New Brunswick Graded Schools, 1923—Nouveau-Brunswick, écoles de classes multiples, 1923

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
6 ²	2,965	391	16	—	—	—	—	—	—	—	—	—	3,372	—	3,372
7.....	1,824	1,758	348	27	—	—	—	—	—	—	—	—	3,957	—	3,957
8.....	879	1,456	1,423	322	26	2	—	—	—	—	—	—	4,108	—	4,108
9.....	414	828	1,361	1,219	320	17	—	—	—	—	—	—	4,159	—	4,159
10.....	193	435	877	1,296	971	254	30	—	—	—	—	—	4,056	—	4,056
11.....	93	245	541	879	1,121	735	212	9	—	—	—	—	3,835	—	3,835
12.....	64	124	359	664	877	950	792	146	8	—	—	—	3,976	8	3,984
13.....	26	72	188	366	592	787	852	655	72	9	1	—	3,538	82	3,620
14.....	8	20	81	182	329	539	681	760	347	92	4	—	2,600	443	3,043
15.....	2	7	14	54	133	241	392	602	576	311	77	6	1,445	970	2,415
16.....	3	1	3	15	30	64	142	315	446	320	206	9	573	981	1,554
17.....	1	2	—	1	7	11	25	90	195	165	152	18	137	530	667
18.....	—	—	—	—	2	2	8	14	58	67	53	6	26	184	210
19.....	—	—	—	1	1	—	1	5	13	8	13	2	8	36	44
20.....	—	—	—	—	—	—	1	1	1	7	3	—	2	11	13
21 ³	—	—	—	—	—	—	—	1	1	3	2	1	1	9	10
Total.....	6,472	5,339	5,211	5,026	4,409	3,602	3,136	2,598	1,719	982	511	42	35,793	3,254	39,047

¹ I (a)=Those enrolled for the first term—Elèves commençants: I (b)=Those repeating after a previous first enrolment—Elèves plus d'une année dans le degré. ² Includes earlier ages—Y compris élèves plus jeunes. ³ Includes later ages—Y compris élèves plus vieux.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

34.—New Brunswick ungraded Schools, 1923—Nouveau-Brunswick, écoles de classe unique, 1923

Age	Elementary Grades Degrés élémentaires					Total
	I	II	III and IV — III et IV	V and VI — V et VI	VII and over — VII et au-dessus	
6 ¹	3,481	412	32	2	?	3,929
7.....	2,386	1,197	292	6	—	3,881
8.....	1,615	1,548	952	76	2	4,193
9.....	898	1,263	1,614	380	14	4,169
10.....	527	914	1,735	939	74	4,189
11.....	251	532	1,272	1,373	242	3,670
12.....	161	357	1,005	1,620	706	3,849
13.....	85	211	608	1,282	1,117	3,303
14.....	25	77	328	818	1,273	2,521
15.....	17	32	124	360	979	1,512
16.....	3	5	36	130	579	753
17.....	1	1	13	56	256	327
18.....	—	1	4	14	87	106
19.....	—	1	1	6	38	46
20.....	—	—	—	1	5	6
21 ²	—	—	1	2	10	13
Total.....	9,450	6,551	8,017	7,065	5,384	36,467

35.—Ontario Urban Schools, 1923—Écoles urbaines d'Ontario, 1923

Age	Elementary Grades Degrés élémentaires										Sec. Grades ⁵ — Deg. sec.		Total		
	K. ³	K.P. ⁴	I	II	III	IV	V	VI	VII	VIII	IX	X	Elementary — Elémentaires	Secondary — Secondaires	Total
4 ¹	753	—	—	—	—	—	—	—	—	—	—	—	753	—	753
5.....	8,079	3,355	4,637	—	—	—	—	—	—	—	—	—	16,671	—	16,671
6.....	3,560	4,444	25,493	2,155	—	—	—	—	—	—	—	—	35,652	—	35,652
7.....	241	1,157	21,456	14,550	—	—	—	—	—	—	—	—	39,560	—	39,560
8.....	—	325	8,568	16,598	8,031	5,783	819	33	8	—	—	—	40,165	—	40,165
9.....	—	151	2,745	9,335	9,106	10,737	6,090	966	217	—	—	—	39,437	—	39,437
10.....	—	—	1,100	3,710	5,603	9,334	11,268	5,279	1,469	88	4	—	37,851	4	37,855
11.....	—	—	380	1,499	2,626	5,118	10,475	9,285	5,284	1,225	8	—	35,892	8	35,900
12.....	—	—	233	692	1,322	2,880	6,103	9,067	8,100	5,141	56	32	33,538	88	33,626
13.....	—	—	250	297	587	1,381	4,177	6,206	3,695	8,674	352	106	29,267	458	29,725
14.....	—	—	—	152	291	686	1,914	3,535	5,251	9,003	777	290	20,832	1,067	21,899
15.....	—	—	—	87	182	259	647	1,333	2,095	5,040	756	371	9,643	1,127	10,770
16.....	—	—	—	—	—	122	223	364	559	1,903	281	222	3,171	503	3,674
17.....	—	—	—	—	—	—	—	84	119	407	119	135	610	254	864
18.....	—	—	—	—	—	—	—	—	—	108	26	62	108	88	196
19 ²	—	—	—	—	—	—	—	—	—	—	6	14	—	20	—
Total.....	13,233	9,432	64,862	49,075	29,330	36,860	41,730	36,152	30,797	31,589	2,335	1,232	343,060	3,617	346,677

36.—Ontario Rural Schools, 1923—Écoles rurales d'Ontario, 1923

4 ¹	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.....	-	414	4,481	-	-	-	-	-	-	-	-	-	4,895	-	-	4,895
6.....	-	906	15,737	933	-	-	-	-	-	-	-	-	17,576	-	-	17,576
7.....	-	541	16,120	6,138	913	307	21	-	-	-	-	-	24,040	-	-	24,040
8.....	-	300	8,556	9,715	4,474	2,034	583	38	4	-	-	-	25,704	-	-	25,704
9.....	-	168	3,698	6,620	4,616	4,864	3,029	542	86	5	-	-	25,173	-	-	25,173
10.....	-	-	1,683	3,490	4,628	5,501	6,004	2,616	813	150	-	-	24,885	-	-	24,885
11.....	-	-	766	1,619	2,547	3,887	5,972	4,866	2,886	1,005	46	1	23,548	47	23,595	47
12.....	-	-	476	920	1,493	2,499	4,597	5,334	4,991	3,577	174	9	23,887	183	24,070	183
13.....	-	-	349	443	718	1,377	2,683	3,889	4,789	6,666	536	55	21,034	591	21,625	591
14.....	-	-	-	279	371	747	1,506	2,583	3,479	8,086	841	141	17,051	982	18,033	982
15.....	-	-	-	-	137	175	292	651	1,139	1,681	5,394	742	9,469	904	10,373	904
16.....	-	-	-	-	-	136	242	404	615	2,412	371	168	3,809	539	4,348	539
17.....	-	-	-	-	-	-	-	86	132	508	124	75	766	199	965	199
18.....	-	-	-	-	-	-	-	-	-	158	38	41	158	79	237	79
19 ²	-	-	-	-	-	-	-	-	-	-	12	20	-	32	-	32
Total.....	-	-	2,329	51,986	30,294	21,480	21,644	25,288	21,497	19,476	28,001	2,884	672	221,995	3,556	225,551

¹ Includes earlier ages—Y compris élèves plus jeunes. ² Includes later ages—Y compris élèves plus vieux.³ K.=Kindergarten. ⁴ K.P.=Kindergarten primary. E.M.P.=Écoles maternelles primaires.⁵ Not including secondary schools for which see tables 74 and 75—Ne comprend pas les écoles secondaires. Voir tableaux 74 et 75.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

37.—1 Manitoba Urban Schools, 1923—Écoles urbaines du Manitoba, 1923

Age	Elementary Grades Degrés élémentaires									Secondary Grades Degrés secondaires				Total		
	Kinder- garten Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elémen- taires	Second- ary — Secon- daires	Total
5 ² ...	35	333	12	—	—	—	—	—	—	—	—	—	—	380	—	380
6.....	65	3,245	163	3	—	—	—	—	—	—	—	—	—	3,476	—	3,476
7.....	23	3,247	1,163	106	1	—	—	—	—	—	—	—	—	4,540	—	4,540
8.....	21	1,543	2,259	1,011	91	4	2	—	—	—	—	—	—	4,931	—	4,931
9.....	10	474	1,323	1,930	787	91	23	1	—	—	—	—	—	4,639	—	4,639
10.....	7	166	588	1,326	1,609	699	137	7	2	—	—	—	—	4,541	—	4,541
11.....	2	83	205	613	1,248	1,359	661	95	43	5	—	—	—	4,309	5	4,314
12.....	—	33	112	297	642	1,246	1,207	443	272	59	3	4	—	4,252	66	4,318
13.....	—	19	44	136	258	680	1,019	768	755	287	40	16	—	3,679	343	4,022
14.....	—	9	16	48	135	361	631	604	840	722	203	40	1	2,544	966	3,510
15.....	—	1	8	24	45	135	167	325	594	754	564	184	6	1,299	1,508	2,807
16.....	—	—	3	9	7	20	44	88	204	503	642	386	17	375	1,014	1,233
17.....	—	—	—	1	—	3	9	14	60	175	396	416	27	87	533	551
18.....	—	—	—	—	—	—	2	8	5	93	132	321	27	18	224	231
19.....	—	—	—	—	—	—	1	1	5	39	164	12	12	7	119	123
20.....	—	—	—	—	1	1	—	—	2	8	21	73	17	4	86	89
21 ³ ...	—	—	—	—	—	1	—	1	1	8	16	57	5	3	—	—
Total	163	9,153	5,896	5,504	4,824	4,600	3,803	2,355	2,786	2,583	2,056	1,661	112	39,084	6,412	45,496

38.—Manitoba Rural Graded Consolidated Schools, 1923—Écoles centralisées de classes multiples du Manitoba en 1923

5 ² ...	5	26	—	—	—	—	—	—	—	—	—	—	—	31	—	31
6.....	4	253	9	—	—	—	—	—	—	—	—	—	—	266	—	266
7.....	2	305	86	12	—	—	—	—	—	—	—	—	—	405	—	405
8.....	—	126	175	80	21	2	—	—	—	—	—	—	—	404	—	404
9.....	2	40	133	144	64	11	—	—	—	—	—	—	—	394	—	394
10.....	—	12	57	108	122	97	15	1	1	—	—	—	—	413	—	413
11.....	—	6	19	46	118	133	52	8	7	—	—	—	—	389	—	389
12.....	—	4	15	26	42	102	121	23	42	7	—	—	—	375	7	382
13.....	—	—	5	13	19	63	82	48	85	26	4	—	—	315	30	345
14.....	—	—	—	3	13	30	44	53	101	65	23	6	—	244	94	338
15.....	—	1	—	2	2	9	22	26	62	88	42	8	—	124	133	262
16.....	—	—	—	1	—	3	5	7	29	37	55	28	—	45	120	165
17.....	—	—	—	—	1	1	4	2	11	23	40	36	—	19	99	118
18.....	—	—	—	—	—	—	1	—	2	5	17	28	1	3	51	51
19.....	—	—	—	—	—	—	1	—	3	4	4	12	—	4	20	24
20.....	—	—	—	—	—	—	—	—	—	2	8	—	—	—	10	10
21 ³ ...	—	—	—	—	—	—	—	—	—	3	6	—	—	—	9	9
Total	13	773	499	435	402	451	347	168	343	255	190	132	1	3,431	578	4,009

39.—Manitoba Rural Other Graded Schools, 1923—Autres écoles rurales de classes multiples du Manitoba en 1923

5 ² ...	21	104	—	—	—	—	—	—	—	—	—	—	—	125	—	125
6.....	43	586	15	7	—	—	—	—	—	—	—	—	—	651	—	651
7.....	33	733	154	28	—	—	—	—	—	—	—	—	—	948	—	948
8.....	26	504	380	156	14	1	—	—	—	—	—	—	—	1,081	—	1,081
9.....	9	242	337	336	136	14	—	—	—	—	—	—	—	1,074	—	1,074
10.....	8	138	219	307	222	117	17	2	—	—	—	—	—	1,030	—	1,030
11.....	4	41	110	188	268	222	71	18	3	—	—	—	—	925	—	925
12.....	—	36	71	128	204	251	162	56	50	11	—	—	—	958	11	969
13.....	—	18	31	58	123	140	162	100	102	37	3	—	—	734	40	774
14.....	—	9	16	19	50	94	132	69	146	82	25	2	—	535	109	644
15.....	—	4	2	9	25	23	32	34	89	88	49	16	—	218	153	371
16.....	—	3	—	3	3	6	13	10	39	62	37	18	—	77	117	194
17.....	—	—	—	1	1	—	2	2	12	31	41	20	2	18	42	112
18.....	—	—	—	—	—	—	2	2	6	14	22	—	—	10	52	52
19.....	—	—	—	—	—	—	—	—	3	3	15	—	—	—	21	21
20.....	—	—	—	—	—	—	1	—	1	1	5	—	—	2	7	7
21 ³ ...	—	—	—	—	—	—	1	—	2	2	4	5	—	3	11	14
Total	144	2,418	1,335	1,240	1,046	868	595	293	450	323	177	103	2	8,389	605	8,994

¹Exclusive of Winnipeg—Non compris les écoles de Winnipeg.²Includes earlier ages—Y compris élèves plus jeunes.³Includes later ages—Y compris élèves plus vieux.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

49.—Manitoba Rural Ungraded Schools, 1923—Écoles rurales à classe unique du Manitoba, 1923

	Elementary Grades — Degrés élémentaires										Secondary Grades — Degrés secondaires				Total		
Age	Kinder- garten ¹ — Ecole ¹ maternelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary — Elémentaires	Second- ary — Secondaires	Total	
5 ² ...	83	385	8	—	—	—	—	—	—	—	—	—	—	476	—	476	
6...	191	2,329	119	8	2	—	—	—	—	—	—	—	—	2,649	—	2,649	
7...	183	3,072	778	160	15	—	—	—	—	—	—	—	—	4,208	—	4,208	
8...	87	2,101	1,556	753	159	4	3	—	—	—	—	—	—	4,663	—	4,663	
9...	33	1,060	1,399	1,272	659	133	18	6	—	—	—	—	—	4,580	—	4,580	
10...	23	548	989	1,329	1,273	527	110	18	6	—	—	—	—	4,823	—	4,823	
11...	11	249	523	914	1,254	949	438	66	29	—	—	—	—	4,433	—	4,433	
12...	9	143	295	572	952	966	802	267	165	8	—	—	—	4,171	8	4,179	
13...	5	58	140	333	648	759	846	435	421	53	3	—	—	3,645	56	3,701	
14...	4	34	67	147	367	463	546	422	633	114	6	1	—	2,683	121	2,804	
15...	2	7	19	55	119	192	265	233	447	141	10	3	—	1,339	154	1,493	
16...	—	5	9	16	28	53	71	75	196	80	16	3	—	453	99	552	
17...	1	1	1	6	6	11	14	24	52	36	10	—	—	116	46	162	
18...	—	4	—	1	3	2	9	6	20	14	1	1	—	45	16	61	
19...	—	—	—	—	—	1	4	3	6	1	—	—	—	14	1	15	
20...	—	—	—	1	1	—	—	2	1	4	—	1	—	5	5	10	
21 ³ ...	—	—	—	2	—	2	—	—	1	2	—	—	—	5	2	7	
Total	632	9,996	5,903	5,569	5,486	4,062	3,126	1,557	1,977	453	46	9	—	38,308	508	38,816	

41.—Saskatchewan City Schools, 1923—Écoles des cités de la Saskatchewan, 1923

Age	Kinder- garten — Ecole maternelle	Elementary Grades—Degrés secondaires									Total
		I	II	III	IV	V	VI	VII	VIII	IX	
4 ²	57	—	—	—	—	—	—	—	—	—	57
5.....	242	42	—	—	—	—	—	—	—	—	284
6.....	515	1,629	40	—	—	—	—	—	—	—	2,184
7.....	—	2,046	731	78	1	—	—	—	—	—	2,856
8.....	—	723	1,510	693	75	5	—	—	—	—	3,005
9.....	—	227	682	1,245	599	161	15	—	—	—	2,929
10.....	—	64	202	652	940	569	172	6	—	—	2,605
11.....	—	29	67	208	592	708	483	153	41	—	2,281
12.....	—	12	32	121	270	521	610	390	222	—	2,178
13.....	—	12	18	49	122	281	437	469	472	—	1,860
14.....	—	6	11	32	50	120	218	316	482	—	1,235
15.....	—	4	3	19	17	51	96	134	309	1	634
16.....	—	1	2	9	3	5	25	42	102	—	189
17.....	—	—	—	4	2	—	4	9	35	1	55
18.....	—	—	1	1	2	1	2	5	10	—	22
19.....	—	—	—	1	—	—	—	1	—	—	2
20.....	—	—	—	—	—	—	1	—	1	—	2
21 ³	—	—	—	—	1	—	1	1	3	—	6
Total.....	814	4,795	3,299	3,112	2,674	2,422	2,064	1,526	1,677	2	22,385

¹Evidently young children just beginning, not real Kindergarten pupils.²Evidemment jeunes commençants, mais non élèves des écoles maternelles.³Includes earlier ages—Y compris élèves plus jeunes.⁴Includes later ages—Y compris élèves plus vieux.⁵Exclusive of secondary schools for which see table 77.⁶Ne comprend pas écoles secondaires. Voir tableau 77.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

42.—Saskatchewan Town Schools, 1923—Écoles des villes de la Saskatchewan, en 1923

Age	Elementary Grades — Degrés élémentaires									Secondary Grades — Degrés secondaires				Total		
	K ¹	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- men- tary — Elé- men- taires	Secon- dary — Secon- daires	Total
4 ²	—	3	—	—	—	—	—	—	—	—	—	—	—	3	—	3
5.....	7	164	—	—	—	—	—	—	—	—	—	—	—	171	—	171
6.....	23	1,443	77	3	—	—	—	—	—	—	—	—	—	1,546	—	1,546
7.....	2	1,487	625	118	7	—	—	—	—	—	—	—	—	2,239	—	2,239
8.....	1	651	961	613	91	7	—	—	—	—	—	—	—	2,324	—	2,324
9.....	—	240	535	910	511	122	6	1	—	—	—	—	—	2,325	—	2,325
10.....	—	77	213	536	839	489	108	2	7	1	—	—	—	2,271	1	2,272
11.....	—	26	75	219	509	665	357	59	35	10	—	—	—	1,945	10	1,955
12.....	—	21	49	112	314	475	595	199	181	40	2	—	—	1,946	42	1,988
13.....	—	12	19	58	142	250	403	300	355	184	29	1	—	1,539	214	1,753
14.....	—	8	8	31	67	135	287	206	383	296	140	14	—	1,125	450	1,575
15.....	—	—	4	6	18	47	114	102	282	323	218	94	6	573	641	1,214
16.....	—	2	1	4	9	10	33	41	131	191	221	192	20	231	624	855
17.....	—	—	—	2	2	3	3	6	41	81	130	175	19	57	405	462
18.....	—	—	—	—	—	—	1	1	10	23	56	131	15	12	225	237
19.....	—	—	—	—	1	—	—	1	1	5	13	70	11	4	99	103
20.....	—	—	—	—	—	—	—	—	1	2	3	18	5	1	28	29
21 ³	—	—	—	—	1	—	1	—	—	2	5	27	6	2	40	42
Total..	33	4,134	2,567	2,613	2,510	2,204	1,908	918	1,427	1,158	817	722	82	18,314	2,779	21,093

43.—Saskatchewan Village Schools, 1923—Écoles des villages de la Saskatchewan, en 1923

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- men- tary — Elé- men- taires	Secon- dary — Secon- daires	Total
4 ²	9	—	—	—	—	—	—	—	—	—	—	—	9	—	9
5.....	477	15	—	—	—	—	—	—	—	—	—	—	492	—	492
6.....	2,443	126	11	1	—	—	—	—	—	—	—	—	2,581	—	2,581
7.....	2,692	798	182	15	1	—	—	—	—	—	—	—	3,688	—	3,688
8.....	1,305	1,279	890	244	28	2	—	—	—	—	—	—	3,748	—	3,748
9.....	521	824	1,227	848	189	21	4	4	—	—	—	—	3,638	—	3,638
10.....	229	354	829	1,162	619	214	25	13	2	1	—	—	3,445	3	3,448
11.....	93	164	392	834	876	576	139	96	9	2	—	—	3,170	11	3,181
12.....	39	93	243	473	714	667	330	343	41	8	—	—	2,902	49	2,951
13.....	23	45	125	248	476	559	360	659	209	38	—	—	2,495	247	2,742
14.....	19	25	56	127	260	336	300	687	465	132	17	1	1,810	615	2,425
15.....	—	16	23	49	84	142	183	487	533	291	72	2	988	898	1,886
16.....	3	3	8	10	16	44	46	219	311	312	147	2	349	772	1,121
17.....	1	1	2	2	3	13	11	65	139	199	153	7	99	498	597
18.....	—	—	1	—	—	1	—	26	42	86	136	3	28	267	295
19.....	—	—	—	1	—	—	2	6	14	35	61	—	10	110	120
20.....	—	—	—	—	—	—	—	3	2	11	26	—	3	39	42
21 ³	—	—	—	—	—	—	—	6	4	9	31	1	6	45	51
Total.....	7,859	3,743	3,990	4,013	3,267	2,575	1,400	2,614	1,771	1,124	643	16	29,461	3,554	33,015

¹ K—Kindergarten.—² Includes earlier ages.—³ Includes later ages.¹ Ecole maternelle.—² Y compris élèves plus jeunes.—³ Y compris élèves plus vieux.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

44.—Saskatchewan Rural Schools, 1923—Écoles rurales de la Saskatchewan, en 1923

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- men- tary — Ele- men- taires	Secon- dary — Secon- daires	Total
4 ¹	72	-	-	-	-	-	-	-	-	-	-	-	72	-	72
5.....	1,533	13	-	-	-	-	-	-	-	-	-	-	1,546	-	1,546
6.....	7,189	420	56	1	-	-	-	-	-	-	-	-	7,666	-	7,666
7.....	10,144	2,397	754	77	2	-	-	-	-	-	-	-	13,374	-	13,374
8.....	5,964	4,062	2,715	821	78	3	1	-	-	-	-	-	13,644	-	13,644
9.....	2,812	3,028	3,947	2,587	580	99	2	-	-	-	-	-	13,064	-	13,064
10.....	1,478	1,791	3,291	3,934	1,863	508	75	20	-	-	-	-	12,960	-	12,960
11.....	644	964	2,022	3,324	2,867	1,470	426	171	3	-	-	-	11,888	3	11,891
12.....	405	506	1,172	2,480	2,776	2,186	1,086	623	37	1	-	-	11,234	38	11,272
13.....	178	284	713	1,631	11,982	2,144	1,528	1,498	130	14	1	-	9,958	145	10,103
14.....	98	162	424	1,045	1,443	1,756	1,472	2,127	287	24	4	-	8,527	315	8,842
15.....	24	36	138	304	553	699	803	1,390	311	71	11	-	3,947	393	4,340
16.....	8	17	30	71	102	198	288	496	209	70	12	-	1,160	291	1,451
17.....	6	3	7	13	36	55	71	161	84	55	20	-	352	159	511
18.....	3	2	1	7	12	13	17	45	49	14	18	-	100	81	181
19.....	2	2	1	2	1	7	3	17	12	9	5	-	35	26	61
20.....	2	-	-	4	2	3	1	8	7	6	3	-	20	16	36
21 ²	5	1	2	-	-	4	-	8	4	2	3	-	20	9	29
Total.....	30,567	13,688	15,273	16,301	12,297	9,145	5,730	6,566	6,133	266	77	-	109,567	1,476	111,043
Unclassified.....															431

45.—Saskatchewan Consolidated Schools, 1923—Écoles Centralisées de la Saskatchewan, 1923

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Ele- men- tary — Ele- men- taires	Secon- dary — Secon- daires	Total
4 ¹	1	-	-	-	-	-	-	-	-	-	-	-	1	-	1
5.....	67	2	-	-	-	-	-	-	-	-	-	-	69	-	69
6.....	304	14	3	-	-	-	-	-	-	-	-	-	321	-	321
7.....	320	125	81	-	-	-	-	-	-	-	-	-	476	-	476
8.....	114	148	121	33	4	-	-	-	-	-	-	-	420	-	420
9.....	21	74	174	94	34	2	-	-	-	-	-	-	399	-	399
10.....	15	24	100	164	84	25	5	1	-	-	-	-	418	-	418
11.....	3	10	35	91	115	80	30	25	1	-	-	-	359	1	390
12.....	2	3	14	38	63	77	44	40	4	-	-	-	251	4	285
13.....	2	-	6	18	46	54	48	74	31	4	-	-	248	35	283
14.....	2	2	1	7	17	29	55	77	65	24	2	-	190	91	281
15.....	-	1	2	1	8	17	21	65	81	42	14	-	115	137	252
16.....	-	-	1	1	2	5	5	20	55	41	23	-	34	119	153
17.....	-	-	-	-	-	3	3	14	17	31	18	-	20	66	86
18.....	-	-	-	-	-	-	-	4	9	15	25	2	4	54	58
19.....	-	-	-	-	1	-	-	-	2	5	14	1	1	22	23
20.....	-	-	-	-	-	-	-	1	-	2	3	1	1	6	7
21 ²	-	-	-	-	-	-	-	-	1	1	3	-	-	5	5
Total.....	851	403	488	447	374	292	211	321	266	165	105	4	3,387	540	3,927

¹ Includes earlier ages.—² Includes later ages.
¹ Y compris élèves plus jeunes.—² Y compris élèves plus vieux.

4.—AGE-GRADE DISTRIBUTION OF PUPILS BY SEX

4.—RÉPARTITION DES ÉLÈVES PAR SEXE

46.—State Controlled and Private Schools in Canada: Distribution of 627,602 Boys by Age and Grade, 1923

46.—Écoles sous le contrôle administratif et privées au Canada: Répartition de 627,602 garçons par âge et par degré en 1923

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total			
	K. K.P. — E.M.P.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
4 ² ...	412	113	—	—	—	—	—	—	—	—	—	—	—	525	—	525
5....	6,226	7,827	48	3	—	—	—	—	—	—	—	—	—	14,104	—	14,104
6....	5,630	40,598	2,485	91	9	2	—	—	—	—	—	—	—	48,815	—	48,815
7....	1,503	43,264	17,145	2,486	526	18	1	—	—	—	—	—	—	64,943	—	64,943
8....	619	22,909	26,171	13,030	5,099	750	37	1	—	—	—	—	—	68,616	—	68,616
9....	291	9,888	17,532	18,546	13,673	5,463	915	90	1	—	—	—	—	66,399	—	66,399
10....	44	4,492	9,146	14,522	17,528	13,219	4,901	980	143	8	—	—	—	64,975	8	64,983
11....	26	2,052	4,373	8,367	13,376	16,183	10,753	4,606	1,342	155	3	—	—	61,078	155	61,236
12....	17	1,234	2,315	4,781	9,020	13,484	13,867	9,373	5,491	982	101	8	—	59,582	1,091	60,673
13....	5	890	1,256	2,652	5,302	9,172	11,496	11,254	11,235	3,555	704	71	—	53,262	4,330	57,592
Total 7-13...	2,505	84,729	77,938	64,384	64,524	58,289	41,970	26,304	18,212	4,700	808	79	—	438,855	5,587	444,442
14....	4	233	686	1,379	2,955	5,389	7,973	9,405	13,792	6,180	2,382	451	11	41,816	9,024	50,840
15....	—	90	311	669	1,167	2,776	3,653	5,060	9,601	6,067	3,929	1,584	137	22,827	11,717	34,544
16....	—	45	52	127	398	705	1,130	1,754	4,044	3,492	3,505	2,854	412	8,255	10,263	18,518
17....	1	13	10	26	41	81	236	409	1,079	1,286	1,982	2,690	757	1,896	6,715	8,611
Total 14-17...	5	381	1,059	2,201	4,561	8,451	12,992	16,628	28,576	17,025	11,798	7,579	1,317	74,794	37,719	112,513
18....	—	8	8	4	11	20	32	76	280	399	756	1,713	722	439	3,590	4,029
19 ⁺ ...	—	9	3	7	11	14	26	30	113	238	469	1,394	860	213	2,961	3,174
Total	14,778	133,665	81,541	66,690	69,116	66,776	55,020	43,038	47,121	22,362	13,831	10,765	2,899	577,745	49,857	627,602

47.—State controlled and Private Schools in Canada: Distribution of 620,005 Girls by Age and Grade, 1923

47.—Écoles sous le contrôle administratif et privées au Canada: Répartition de 620,005 filles par âge et par degré en 1923

Age	Elementary Grades—Degrés élémentaires								Secy. Gr.—Deg. sec.				Total			
	¹ K. and K.P. E.M.P.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary	Second- ary	Total
														Elémén- taires	Second- aires	
4 ² ...	398	134	—	1	—	—	—	—	—	—	—	—	—	533	—	533
5....	6,963	7,825	64	6	1	—	—	—	—	—	—	—	—	14,859	—	14,859
6....	5,371	38,210	3,050	190	8	3	—	—	—	—	—	—	—	46,832	—	46,832
7....	1,429	38,793	18,801	3,317	657	37	—	—	—	—	—	—	—	63,034	—	63,034
8....	535	18,916	25,066	14,628	6,100	1,022	70	17	—	—	—	—	—	66,354	—	66,354
9....	227	7,724	15,150	19,512	15,024	6,765	1,055	265	14	—	—	—	—	65,691	—	65,691
10....	48	3,562	7,045	12,534	17,515	14,805	5,886	1,686	184	6	1	—	—	63,265	7	63,272
11....	24	1,515	3,169	6,552	11,936	16,650	12,383	5,922	1,647	187	6	—	—	59,798	193	59,991
12....	3	898	1,632	3,548	7,173	11,701	14,535	10,758	6,836	1,323	124	4	—	57,084	1,451	58,535
13....	8	554	789	1,751	3,827	7,289	10,912	11,493	13,260	4,460	968	87	—	49,883	5,515	55,398
Total 7-13...	2,074	71,962	71,607	61,842	62,232	58,269	44,841	30,141	21,941	5,976	1,099	91	—	425,109	7,166	432,275
14....	7	162	372	844	2,031	3,886	6,401	8,291	15,264	7,986	3,313	579	16	37,258	11,894	49,152
15....	6	53	146	331	656	1,467	2,635	4,117	10,082	7,712	5,399	2,176	143	19,493	15,430	34,923
16....	—	18	32	58	177	391	758	1,418	4,377	4,477	5,074	3,883	539	7,229	13,973	21,202
17....	—	5	9	24	37	55	779	338	1,171	1,817	2,946	4,005	825	1,818	9,593	11,411
Total 14-17...	13	238	559	1,257	2,901	5,799	9,973	14,164	30,894	21,992	16,732	10,643	1,523	65,798	50,890	116,688
18....	—	8	1	4	12	16	27	83	328	577	1,195	2,499	740	479	5,011	5,490
19 ⁺ ...	—	7	2	9	6	6	17	23	101	288	569	1,627	673	171	3,157	3,328
Total	15,019	118,384	75,283	63,309	65,160	64,093	54,858	44,411	53,264	28,833	19,595	14,860	2,936	553,781	66,224	620,005

1 K.=Kindergarten—E.M.=Ecole maternelle: K.P.=Kindergarten Primary—E.M.P.=Ecole maternelle primaire.

Includes earlier ages—Y compris élèves plus jeunes. * Includes later ages—Y compris élèves plus vieux.

DOMINION BUREAU OF STATISTICS

48.—Prince Edward Island Schools: Distribution by Age and Grade, 1923

48.—Écoles de l'Île du Prince-Édouard: Répartition par âge et par degré, 1923

Boys—GARÇONS

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
5 ¹	124	4	1	—	—	—	—	—	—	—	—	—	129	—	129
6.....	457	49	12	—	2	—	—	—	—	—	—	—	520	—	520
7.....	483	193	48	11	1	—	—	—	—	—	—	—	736	—	736
8.....	331	269	133	75	20	2	—	—	—	—	—	—	820	—	820
9.....	160	217	196	180	59	26	5	—	—	—	—	—	843	—	843
10.....	80	115	250	218	172	62	15	1	—	—	—	—	913	—	913
11.....	44	56	137	204	206	140	59	20	2	—	—	—	866	2	868
12.....	32	33	71	140	218	232	105	67	18	2	—	—	898	20	918
13.....	9	23	40	93	180	204	150	118	32	18	—	—	817	50	867
14.....	8	2	19	39	98	138	160	148	80	26	—	—	612	106	718
15.....	1	1	3	10	44	60	118	173	76	53	2	—	410	131	541
16.....	—	—	2	7	17	28	57	89	84	62	1	—	200	147	347
17.....	—	—	—	3	4	5	16	36	30	41	—	—	64	71	135
18.....	—	—	—	—	—	—	2	11	6	13	—	—	13	19	32
19.....	—	—	—	—	—	1	—	3	—	3	—	—	4	3	7
20.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
21 ²	—	—	—	—	—	—	1	3	—	1	—	—	4	1	5
Total.....	1,729	952	912	980	1,021	898	688	669	328	219	3	—	7,849	550	8,399

49.—Prince Edward Island Schools: Distribution by Age and Grade, 1923

49.—Écoles de l'Île du Prince-Édouard: Répartition par âge et par degré, en 1923

GIRLS—FILLES

Age	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
5 ¹	123	1	1	—	—	—	—	—	—	—	—	—	125	—	125
6.....	409	41	15	2	1	—	—	—	—	—	—	—	468	—	468
7.....	434	192	82	16	2	—	—	—	—	—	—	—	726	—	726
8.....	229	264	172	84	29	11	4	—	—	—	—	—	793	—	793
9.....	98	190	219	188	91	36	5	—	—	—	—	—	827	—	827
10.....	28	86	154	218	171	72	29	4	—	—	—	—	762	—	762
11.....	19	41	105	143	200	157	81	22	1	—	—	—	768	1	769
12.....	4	11	55	103	168	220	153	73	16	3	—	—	791	19	810
13.....	4	11	19	54	91	159	165	135	52	12	—	—	632	64	696
14.....	2	2	14	20	56	89	157	161	112	51	—	—	505	163	668
15.....	—	1	3	9	22	45	106	133	114	108	5	—	317	227	544
16.....	—	2	—	2	8	18	49	72	92	118	3	—	150	213	363
17.....	—	—	—	—	3	5	9	31	33	65	—	—	48	98	146
18.....	—	—	—	—	1	2	4	8	16	27	—	—	17	43	60
19.....	1	—	—	—	—	—	1	2	3	6	—	—	3	9	12
20.....	—	—	—	—	—	—	—	—	1	2	—	—	—	3	3
21 ²	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total.....	1,351	842	839	839	843	814	763	641	440	392	8	—	6,932	840	7,772

¹ Includes earlier ages—Y compris élèves plus jeunes. ² Includes later ages—Y compris élèves plus vieux.

50.—Nova Scotia Schools: Distribution by Age and Grade

50.—Écoles de la Nouvelle-Ecosse: Répartition par âge et par degré

BOYS—GARÇONS, 1923

Age	Elementary Grades—Degrés élémentaires								Sec. Grades—Deg. sec.					Total		
	I (a) ¹	I (b) ¹	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ² ...	74	1	—	—	—	—	—	—	—	—	—	—	—	75	—	75
5....	1,124	108	23	2	—	—	—	—	—	—	—	—	—	1,257	—	1,257
6....	2,400	993	246	30	6	—	—	—	—	—	—	—	—	3,675	—	3,675
7....	1,760	2,064	1,149	299	36	6	1	—	—	—	—	—	—	5,315	—	5,315
8....	770	1,830	1,823	1,004	237	41	5	—	—	—	—	—	—	5,710	—	5,710
9....	294	1,111	1,685	1,651	870	245	40	4	—	—	—	—	—	5,900	—	5,900
10....	126	561	1,109	1,552	1,551	761	221	39	8	2	—	—	—	8,928	2	5,930
11....	62	283	627	1,145	1,492	1,219	603	183	47	17	—	—	—	5,661	17	5,678
12....	46	163	309	729	1,109	1,276	1,127	512	233	67	7	2	—	5,504	76	5,580
13....	24	103	207	436	754	1,087	1,104	878	534	220	24	—	—	5,127	244	5,371
14....	9	56	116	226	463	728	782	852	882	520	116	14	1	4,114	651	4,765
15....	7	20	57	131	220	390	488	561	775	750	320	85	9	2,649	1,164	3,813
16....	5	12	17	33	70	130	195	262	382	541	418	214	33	1,106	1,206	2,312
17....	—	2	2	9	11	26	44	59	136	223	254	189	72	290	738	1,028
18....	—	2	3	—	3	2	4	22	20	57	116	147	71	56	391	447
19....	—	—	—	—	—	2	—	1	2	20	37	66	27	5	150	155
20....	—	—	—	—	1	—	1	—	2	3	9	13	11	4	36	40
21 ³ ...	—	—	—	1	—	—	1	1	—	2	12	14	12	3	40	43
Total	6,701	7,310	7,373	7,248	6,823	5,913	4,616	3,374	3,021	2,422	1,313	744	236	52,379	4,715	57,094

51—GIRLS—FILLES, 1923

Age	I (a) ¹	I (b) ¹	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ² ...	82	6	—	1	—	—	—	—	—	—	—	—	—	89	—	89
5....	1,172	152	29	5	—	—	—	—	—	—	—	—	—	1,358	—	1,358
6....	2,327	1,043	341	105	3	2	—	—	—	—	—	—	—	3,821	—	3,821
7....	1,568	1,845	1,237	436	54	7	—	—	—	—	—	—	—	5,147	—	5,147
8....	595	1,468	1,846	1,163	358	79	4	1	—	—	—	—	—	5,514	—	5,514
9....	199	802	1,435	1,692	1,042	331	80	9	4	—	—	—	—	5,594	—	5,594
10....	114	382	813	1,408	1,399	988	818	287	79	12	—	—	—	5,642	—	5,642
11....	50	181	458	923	1,369	1,363	818	750	336	84	4	—	—	5,558	12	5,570
12....	33	123	238	500	913	1,319	1,248	750	336	309	47	2	—	5,460	88	5,548
13....	15	54	131	255	527	838	1,140	1,016	776	309	4	—	—	4,802	358	5,160
14....	12	24	60	120	261	513	768	846	1,055	718	225	19	—	3,659	962	4,621
15....	4	10	19	31	105	223	356	552	804	969	560	133	7	2,104	1,669	3,773
16....	1	1	4	6	10	14	113	220	434	711	750	340	34	893	1,815	2,708
17....	1	1	—	—	2	3	22	63	146	369	573	393	63	267	1,398	1,665
18....	—	—	—	—	2	1	1	5	8	23	75	111	40	20	249	269
19....	—	—	—	—	—	—	—	—	3	8	15	28	13	4	64	68
20....	—	—	—	—	—	—	—	—	4	9	24	9	4	46	50	50
21 ³ ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	6,174	6,094	6,619	6,664	6,251	5,807	4,866	3,827	3,689	3,316	2,493	1,321	243	49,991	7,373	57,364

52.—New Brunswick Schools—Écoles du Nouveau-Brunswick⁴

BOYS—GARÇONS, 1923

Age	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
6 ² ...	1,510	208	7	—	—	—	—	—	—	—	—	—	1,725	—	1,725
7....	969	851	164	7	—	—	—	—	—	—	—	—	1,991	—	1,991
8....	482	716	653	150	13	—	—	—	—	—	—	—	2,014	—	2,014
9....	225	411	694	553	134	9	—	—	—	—	—	—	1,986	—	1,986
10....	103	238	479	690	475	106	12	—	—	—	—	—	2,103	—	2,103
11....	55	157	319	439	524	345	69	4	—	—	—	—	1,912	—	1,912
12....	41	79	212	374	441	441	347	64	2	—	—	—	1,999	2	2,001
13....	16	47	115	201	324	387	365	271	29	5	1	—	1,726	35	1,761
14....	7	14	47	110	201	290	316	327	144	38	2	—	1,312	184	1,496
15....	2	2	7	39	70	141	190	238	233	142	35	1	689	411	1,100
16....	1	—	1	12	20	37	78	127	185	117	75	2	276	379	655
17....	—	2	—	—	2	7	11	36	74	58	60	9	58	201	259
18....	—	—	—	—	1	—	2	4	22	18	26	3	7	69	76
19....	—	—	—	—	1	—	—	1	7	3	9	2	3	21	24
20....	—	—	—	—	—	—	—	1	1	4	2	—	1	7	8
21 ³ ...	—	—	—	—	—	—	—	1	—	2	2	1	1	5	6
Total.....	3,411	2,725	2,658	2,576	2,206	1,763	1,391	1,073	697	387	212	18	17,803	1,314	19,117

¹ (a) Those enrolled for the first time.—Elèves commençants.¹ (b) Those repeating after a previous first enrolment.—Elèves plus d'une année dans le degré.² Includes earlier ages.—Y compris élèves plus jeunes.³ Includes later ages.—Y compris élèves plus vieux.⁴ Includes graded schools only.—Y compris les écoles à classe unique seulement.

DOMINION BUREAU OF STATISTICS

53.—New Brunswick Schools¹: Distribution by Age and Grade53.—Écoles de la Nouvelle-Brunswick¹: Répartition par âge et par degré

GIRLS—FILLES, 1923

Age	Elementary Grades—Degrés élémentaires								Sec. Grades—Deg. sec.				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
6 ²	1,455	183	9	—	—	—	—	—	—	—	—	—	1,647	—	1,647
7.....	855	907	184	20	—	—	—	—	—	—	—	—	1,966	—	1,966
8.....	397	740	770	172	13	2	—	—	—	—	—	—	2,094	—	2,094
9.....	189	417	707	666	186	8	—	—	—	—	—	—	2,173	—	2,173
10.....	90	197	398	606	496	148	18	—	—	—	—	—	1,953	—	1,953
11.....	38	88	222	440	597	390	143	5	—	—	—	—	1,923	—	1,923
12.....	23	45	147	290	436	509	445	82	6	—	—	—	1,977	6	1,983
13.....	10	25	73	165	268	400	487	384	43	4	—	—	1,812	47	1,859
14.....	1	6	34	72	128	249	365	433	203	54	2	—	1,288	259	1,547
15.....	—	5	7	15	63	100	202	364	343	169	42	5	756	559	1,315
16.....	2	1	2	3	10	27	64	188	261	203	131	7	297	602	899
17.....	1	—	—	1	5	4	14	54	121	107	92	9	79	329	408
18.....	—	—	—	—	1	2	6	10	36	49	27	3	19	115	134
19.....	—	—	—	—	—	—	—	1	4	5	4	—	5	15	20
20.....	—	—	—	—	—	—	—	—	—	3	1	—	1	4	5
21 ³	—	—	—	—	—	—	—	—	3	1	—	—	—	4	4
Total.....	3,061	2,614	2,553	2,450	2,203	1,839	1,745	1,525	1,022	595	299	24	17,990	1,940	19,930

54.—Ontario Schools: Distribution by Age and Grade

54.—Écoles de l'Ontario: Répartition par âge et par degré

BOYS—GARÇONS, 1923

Age	Elementary Grades—Degrés élémentaires								Sec. Grades—Deg. sec.				Total			
	K ⁴ and K.P. — E.M.P.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ²	376	—	—	—	—	—	—	—	—	—	—	—	—	376	—	376
5.....	5,854	4,595	—	—	—	—	—	—	—	—	—	—	—	10,449	—	10,449
6.....	4,565	21,167	1,438	—	—	—	—	—	—	—	—	—	—	27,170	—	27,170
7.....	1,024	19,853	9,893	1,058	404	11	—	—	—	—	—	—	—	32,243	—	32,243
8.....	357	9,366	13,544	5,949	3,629	599	27	1	—	—	—	—	—	33,472	—	33,472
9.....	188	3,740	8,679	7,290	7,574	4,088	698	68	—	—	—	—	—	32,325	—	32,325
10.....	—	1,656	4,103	5,514	7,495	8,187	3,613	817	108	5	3	—	—	31,493	5	31,498
11.....	—	676	1,875	2,969	4,941	8,316	6,640	3,566	994	117	3	—	—	29,977	120	30,097
12.....	—	419	954	1,631	3,071	6,155	7,239	6,186	3,913	731	78	4	—	29,568	813	30,381
13.....	—	472	456	791	1,658	3,988	5,278	6,410	7,215	2,476	555	60	—	26,268	3,091	29,359
14.....	—	—	295	405	865	1,978	3,474	4,890	8,298	3,685	1,650	374	8	20,205	5,717	25,922
15.....	—	—	154	235	359	837	1,461	2,225	5,149	2,935	2,210	1,146	69	10,420	6,360	16,780
16.....	—	—	—	—	189	298	472	742	2,146	1,317	1,652	1,798	251	3,847	5,018	8,865
17.....	—	—	—	—	—	—	97	167	436	382	773	1,631	418	700	3,204	3,904
18.....	—	—	—	—	—	—	—	—	109	85	253	960	445	109	1,743	1,852
19 ³	—	—	—	—	—	—	—	—	—	35	92	622	487	—	1,236	1,236
Total..	12,364	61,944	41,391	25,842	30,185	34,457	28,999	25,072	28,368	11,768	7,266	6,595	1,678	288,622	27,307	315,929

55—GIRLS—FILLES, 1923

4 ²	377	—	—	—	—	—	—	—	—	—	—	—	—	377	—	377
5.....	6,594	4,523	—	—	—	—	—	—	—	—	—	—	—	11,117	—	11,117
6.....	4,345	20,063	1,650	—	—	—	—	—	—	—	—	—	—	26,058	—	26,058
7.....	915	17,723	10,795	1,437	463	24	—	—	—	—	—	—	—	31,357	—	31,357
8.....	268	7,758	12,769	6,556	4,188	803	44	11	—	—	—	—	—	32,397	—	32,397
9.....	131	2,703	7,276	7,977	8,027	5,031	810	235	5	—	—	—	—	32,195	—	32,195
10.....	—	1,127	3,097	4,717	7,340	9,085	4,282	1,465	130	4	—	—	—	31,243	4	31,247
11.....	—	470	1,243	2,204	4,064	8,131	7,511	4,604	1,236	156	4	—	—	29,463	160	29,623
12.....	—	290	658	1,184	2,308	4,545	7,162	6,905	4,805	1,001	103	1	—	27,857	1,105	28,962
13.....	—	247	284	514	1,100	2,872	4,817	6,074	8,125	2,984	782	50	—	24,033	3,786	27,819
14.....	—	—	136	257	568	1,442	2,644	3,840	8,791	4,542	2,251	442	8	17,678	7,243	24,921
15.....	—	—	70	122	192	461	1,011	1,551	5,285	3,386	2,850	1,479	79	8,692	7,794	16,486
16.....	—	—	—	—	69	167	296	432	2,169	1,486	2,086	2,237	294	3,133	6,103	9,236
17.....	—	—	—	—	—	—	73	84	519	477	969	2,115	487	676	4,048	4,724
18.....	—	—	—	—	—	—	—	—	157	110	319	1,151	392	157	1,972	2,129
19 ³	—	—	—	—	—	—	—	—	—	54	140	601	264	—	1,059	1,059
Total..	12,630	54,904	37,968	24,968	28,319	32,561	28,650	25,201	31,222	14,200	9,474	8,076	1,524	276,433	33,274	309,707

¹ Includes graded schools only.—Y compris les écoles à classe unique seulement.² Includes earlier ages—Y compris élèves plus jeunes.³ Includes later ages—Y compris élèves plus vieux.⁴ K=Kindergarten—Ecole maternelle. K.P.=Kindergarten Primary—Ecole maternelle primaire.

56.—Manitoba Schools: Distribution by Age and Grade, 1923
56.—Écoles de Manitoba: Répartition par âge et par degré, en 1923

BOYS—GARÇONS

Age	Kindergarten — Ecole maternelle	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total		
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
5 ¹ ...	79	411	2	—	—	—	—	—	—	—	—	—	—	492	—	492
6....	164	3,398	77	10	2	—	—	—	—	—	—	—	—	3,651	—	3,651
7....	112	3,882	999	138	9	—	—	—	—	—	—	—	—	5,140	—	5,140
8....	71	2,289	2,275	948	122	2	2	—	—	—	—	—	—	5,709	—	5,709
9....	28	1,012	1,742	1,818	768	99	28	1	—	—	—	—	—	5,496	—	5,496
10....	19	467	1,050	1,657	1,628	668	155	11	7	—	—	—	—	5,662	—	5,662
11....	11	219	485	977	1,509	1,274	571	83	44	1	—	—	—	5,173	1	5,174
12....	8	127	304	571	1,065	1,295	1,061	330	231	36	3	2	—	4,992	41	5,033
13....	4	55	138	333	600	867	1,046	652	618	158	19	5	—	4,313	182	4,495
14....	4	28	73	144	330	539	702	591	779	407	112	20	—	3,190	539	3,729
15....	—	7	17	66	132	199	277	367	575	444	257	75	—	1,640	776	2,416
16....	—	5	9	17	26	50	85	104	204	261	294	172	3	500	730	1,230
17....	1	1	1	4	5	10	16	21	77	104	202	166	7	136	479	615
18....	—	—	—	1	1	1	10	12	25	30	70	131	10	50	241	291
19....	—	—	—	—	1	1	3	1	5	8	18	69	6	11	101	112
20....	—	—	—	1	1	1	1	1	4	7	12	46	10	9	75	84
21 ² ...	—	—	—	2	—	2	1	1	2	6	15	36	2	8	59	67
Total	501	11,901	7,172	6,687	6,199	5,008	3,958	2,175	2,571	1,462	1,002	722	38	46,172	3,224	49,396

57.—Manitoba Schools: Distribution by Age and Grade, 1923
57.—Écoles de Manitoba: Répartition par âge et par degré, en 1923

GIRLS—FILLES

Age	Kindergarten — Ecole maternelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
5 ¹ ...	65	437	18	—	—	—	—	—	—	—	—	—	—	520	—	520
6....	139	3,015	229	8	—	—	—	—	—	—	—	—	—	3,391	—	3,391
7....	129	3,475	1,182	168	7	—	—	—	—	—	—	—	—	4,961	—	4,961
8....	63	1,985	2,095	1,052	163	9	3	—	—	—	—	—	—	5,370	—	5,370
9....	26	804	1,450	1,864	878	150	13	6	—	—	—	—	—	5,191	—	5,191
10....	19	397	803	1,413	1,598	772	124	17	2	—	—	—	—	5,145	—	5,145
11....	6	160	372	784	1,379	1,389	651	104	38	4	—	—	—	4,883	4	4,887
12....	1	89	189	452	775	1,270	1,231	459	298	49	—	—	—	4,764	51	4,815
13....	1	40	82	207	448	775	1,063	699	745	245	31	11	—	4,060	287	4,347
14....	—	24	26	73	235	409	551	557	941	576	145	29	1	2,816	751	3,567
15....	2	6	12	24	59	160	209	251	617	627	408	136	6	1,340	1,177	2,517
16....	—	3	3	12	12	32	48	76	264	421	456	263	14	450	1,154	1,604
17....	—	—	—	4	—	5	13	21	58	161	285	306	22	104	774	878
18....	—	4	—	—	2	1	4	4	11	48	94	241	18	26	401	427
19....	—	—	—	—	—	—	3	3	9	9	28	122	6	15	165	180
20....	—	—	—	—	—	—	—	1	—	6	12	41	7	1	66	67
21 ² ...	—	—	—	—	—	1	—	—	2	6	8	32	3	3	49	52
Total	451	10,439	6,461	6,061	5,559	4,973	3,913	2,198	2,985	2,152	1,467	1,183	77	43,040	4,879	47,919

58.—Saskatchewan Schools: Distribution by Age and Grade, 1923
58.—Écoles de la Saskatchewan: Répartition par âge et par degré, 1923

BOYS—GARÇONS

Age	Kindergarten — Ecole maternelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
4 ¹ ...	36	38	—	—	—	—	—	—	—	—	—	—	—	74	—	74
5....	123	1,123	17	—	—	—	—	—	—	—	—	—	—	1,263	—	1,263
6....	286	6,658	284	29	1	—	—	—	—	—	—	—	—	7,258	—	7,258
7....	1	8,692	2,199	487	39	—	—	—	—	—	—	—	—	11,418	—	11,418
8....	—	4,700	3,976	2,368	516	49	1	—	—	—	—	—	—	11,610	—	11,610
9....	—	2,002	2,691	3,740	2,155	453	70	8	1	—	—	—	—	11,120	—	11,120
10....	—	1,012	1,462	2,867	3,424	1,692	439	50	15	1	—	—	—	10,961	1	10,962
11....	—	478	729	1,592	2,697	2,539	1,354	346	155	12	—	—	—	9,890	12	9,902
12....	—	262	396	1,938	1,914	2,284	1,938	946	633	75	4	—	—	9,311	79	9,390
13....	—	117	225	540	1,210	1,619	1,839	1,277	1,382	330	44	3	—	8,209	377	8,586
14....	—	78	120	322	743	1,158	1,427	1,206	1,853	697	214	21	—	6,907	932	7,839
15....	—	22	37	114	254	445	629	681	1,296	752	419	109	14	3,478	1,294	4,772
16....	—	5	12	37	57	93	155	204	417	477	399	241	36	984	1,153	2,137
17....	—	5	2	7	10	29	40	59	142	193	256	272	76	294	797	1,091
18....	—	2	2	1	3	9	9	11	52	84	110	190	64	89	448	537
19....	—	1	2	1	—	2	3	4	13	16	38	104	57	26	215	241
20....	—	1	—	—	3	2	3	1	7	8	16	33	25	17	82	99
21 ² ...	—	4	—	1	2	—	5	1	14	21	22	58	28	27	129	156
Total	446	25,204	12,154	13,044	13,028	10,374	7,912	4,794	5,980	2,666	6,522	1,031	300	92,936	5,519	98,455

¹Includes earlier years—Y compris élèves plus jeunes. ²Includes later years—Y compris élèves plus vieux.

59.—Saskatchewan Schools: Distribution by Age and Grade

59.—Écoles de la Saskatchewan: Répartition par âge et par degré

GIRLS—FILLES, 1923

Age	Elementary Grades—Degrés élémentaires									Sec. Grades—Deg. sec.				Total		
	Kinder- garten	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
41...	21	46	—	—	—	—	—	—	—	—	—	—	—	67	—	67
5...	126	1,093	11	—	—	—	—	—	—	—	—	—	—	1,230	—	1,230
6...	252	6,046	379	41	1	—	—	—	—	—	—	—	—	6,719	—	6,719
7...	1	7,677	2,352	645	61	3	—	—	—	—	—	—	—	10,739	—	10,739
8...	1	3,943	3,836	2,543	715	69	4	1	—	—	—	—	—	11,112	—	11,112
9...	—	6,798	2,378	3,589	2,390	599	71	6	5	—	—	—	—	10,836	—	10,836
10...	—	836	1,098	2,441	3,451	1,848	563	58	25	2	1	—	—	10,320	3	10,323
11...	—	314	541	1,249	2,562	2,577	1,532	431	195	10	2	—	—	9,401	12	9,413
12...	—	215	284	710	1,623	2,202	2,120	1,059	777	101	8	—	—	8,990	109	9,099
13...	—	108	141	405	933	1,370	1,704	1,380	1,769	414	67	—	—	7,810	481	8,291
14...	—	53	86	221	546	800	1,170	1,088	2,014	906	274	35	2	5,978	1,217	7,195
15...	—	11	22	72	133	290	422	541	1,308	1,074	601	166	14	2,799	1,855	4,654
16...	—	5	11	14	36	40	145	163	574	645	618	402	64	988	1,729	2,717
17...	—	2	2	8	10	13	35	38	181	283	389	450	102	289	1,224	1,513
18...	—	1	1	2	6	4	8	12	43	106	170	364	99	77	739	816
19...	—	1	—	3	2	1	4	3	11	27	76	187	57	25	347	372
20...	—	1	—	—	1	—	1	—	8	10	25	79	37	11	151	162
21 ² ...	—	1	1	1	—	—	1	—	3	8	13	105	35	7	161	168
Total	401	22,151	11,143	11,944	12,470	9,816	7,780	4,780	6,913	3,586	2,244	1,788	410	87,398	8,028	95,426

60.—Alberta Schools—Écoles de l'Alberta

BOYS—GARÇONS—1923

5 ¹ ...	120	327	2	—	—	—	—	—	—	—	—	—	—	449	—	449
6...	536	3,887	144	3	—	—	—	—	—	—	—	—	—	4,570	—	4,570
7...	352	5,377	1,806	278	—	—	—	—	—	—	—	—	—	7,833	—	7,833
8...	180	3,041	3,480	1,922	359	23	—	—	—	—	—	—	—	9,005	—	9,005
9...	74	1,297	2,022	3,104	1,534	345	43	3	—	—	—	—	—	8,422	—	8,422
10...	25	471	1,025	2,117	2,456	1,224	294	29	2	—	—	—	—	7,643	—	7,643
11...	15	231	430	1,197	2,030	2,036	1,044	289	61	4	—	—	—	7,333	4	7,337
12...	9	142	235	610	1,313	1,770	1,766	875	306	33	1	—	—	7,026	34	7,060
13...	1	91	156	389	739	1,080	1,597	1,465	1,041	193	25	2	—	6,559	220	6,779
14...	—	45	66	209	399	645	1,341	1,424	515	154	14	1	—	5,270	684	5,954
15...	—	30	42	113	153	288	554	894	1,348	760	362	94	32	3,422	1,245	4,670
16...	—	13	13	37	36	95	154	275	657	562	456	220	45	1,280	1,283	2,563
17...	—	3	3	6	12	8	26	71	174	230	336	244	81	303	801	1,194
18...	—	4	3	2	4	6	7	25	42	90	148	183	62	93	483	576
19...	—	1	—	1	1	2	—	9	17	29	43	91	51	31	214	245
20...	—	1	—	—	—	—	2	1	11	16	23	44	32	15	115	130
21 ² ...	—	—	—	—	1	—	1	1	10	13	26	35	36	13	110	123
Total	1,312	14,961	9,427	9,988	9,057	7,522	6,629	5,278	5,093	2,445	1,574	927	340	69,267	5,286	74,553

61.—GIRLS—FILLES—1923

5 ¹ ...	128	293	2	—	1	—	—	—	—	—	—	—	—	424	—	424
6...	521	3,613	172	8	1	—	—	—	—	—	—	—	—	4,315	—	4,315
7...	343	4,879	1,968	340	23	1	—	—	—	—	—	—	—	7,554	—	7,554
8...	146	2,407	3,296	2,167	379	16	2	—	—	—	—	—	—	8,413	—	8,413
9...	60	1,078	1,833	3,252	1,667	348	34	3	—	—	—	—	—	8,275	—	8,275
10...	26	562	917	1,892	2,550	1,284	350	22	5	—	—	—	—	7,608	—	7,608
11...	18	273	414	993	1,855	2,190	1,163	231	59	1	—	—	—	7,196	1	7,197
12...	2	117	202	487	1,096	1,662	1,849	845	372	36	—	—	—	6,632	36	6,668
13...	7	73	113	275	580	972	1,509	1,518	1,148	229	18	1	—	6,195	248	6,443
14...	7	44	54	122	318	491	886	1,353	1,669	647	167	10	1	4,944	825	5,769
15...	3	21	17	71	142	233	442	866	1,469	980	487	93	24	3,264	1,584	4,848
16...	—	5	6	13	28	56	104	374	641	704	676	276	52	1,227	1,708	2,935
17...	—	—	2	4	12	12	24	98	166	327	449	425	89	318	1,290	1,608
18...	—	—	—	2	2	3	3	42	44	138	255	284	75	96	732	828
19...	—	—	1	1	1	—	3	4	11	52	62	142	66	21	322	343
20...	—	—	—	—	—	1	—	1	9	26	27	42	11	140	151	151
21 ² ...	—	—	—	2	—	—	—	2	14	16	24	25	25	18	90	108
Total	1,261	13,365	8,997	9,629	8,655	7,269	6,369	5,359	5,607	3,156	2,145	1,298	377	66,511	6,976	73,487

¹Includes earlier ages—Y compris élèves plus jeunes.²Includes later ages—Y compris élèves plus vieux.

5.—SECONDARY EDUCATION

Secondary education, as distinguished from primary education is in all provinces of Canada, except in the Catholic school system of Quebec, a somewhat misleading term. In Quebec Catholic schools secondary education has a definite meaning, and refers to a system of education extending from an early age to the completion of a full course in Arts. Thus in the classical colleges, the secondary institutions for Young Ladies and certain other independent secondary schools the courses often extend over 8 years and correspond more or less roughly to the entrance work, 3 years of high schools work and four years of University Arts work in the other provinces. The academic training of teachers for primary schools, on the other hand, is done at the primary schools and normal schools. The class of academic work done in these includes "secondary" work as understood in the other provinces, but is not so called. In the new course of studies this work is known as "primary complementary." The usage here is not radically different from that in the other provinces where we find "Teachers' (academic) Courses", and "Matriculation Courses" in the high schools. Indeed in Manitoba secondary schools, until very recently, there were found a "University Course" designed purely for prospective university students, and a "Teachers' Course" designed purely for prospective teachers. A link connecting these two was introduced at a later date and was known as the "Combined Course". In Quebec this "University Course" would be known as secondary work, while "teachers' course" would now be "primary complementary"; in other words primary school continuation. In all provinces this is what secondary education really is, for there is no set of secondary schools from which pupils trained elsewhere are excluded, provided that they have attained to the standard required. This standard may be acquired even in rural one room schools provided the teachers are qualified to teach the work. The departmental examinations held near the beginning of July in all provinces, as well as the course of study prescribed by the department, standardize the work for each province. For example, a pupil trained in a one-room rural school in Nova Scotia might write the departmental examinations for Grade XI (including university matriculation) on the same subjects and side by side with a pupil trained in one of the largest academies; and if the former pupil passed the grade as well as the latter he would be equally admitted to Grade XII in that Academy or to the first year in Arts in a University. The same applies to all other provinces although in many provinces high school work in rural schools may not be carried further than Grade IX or X.

The different kinds of institutions in which high school work is done in the different provinces may be seen in the following table. The comparative number of pupils in each kind will indicate the proportion of the high school work of the province it carries.

5.—ENSEIGNEMENT SECONDAIRE

En employant l'expression "enseignement secondaire", dans toutes les provinces du Canada, sauf Québec, on se sert d'un terme inexact et susceptible d'être mal interprété. Dans les écoles catholiques de Québec, l'enseignement secondaire est parfaitement défini; on désigne ainsi une succession d'études commençant à l'âge le plus tendre et se terminant à l'achèvement du cours de philosophie (arts). Ainsi, dans les collèges classiques, les pensionnats de jeunes filles et certaines autres institutions de cet ordre, indépendantes, souvent le programme s'étend au delà de huit ans et correspond à peu près à trois années du programme des "high schools" et quatre années des études universitaires à la faculté des Lettres dans les autres provinces. D'autre part, les instituteurs destinés à enseigner dans les écoles primaires, reçoivent leur formation d'abord aux écoles primaires, puis aux écoles normales. Les études de nature académique qu'ils y font embrassent ce que l'on appelle dans les autres provinces, le programme "secondaire", quoiqu'il n'en porte pas le nom. Dans les nouveaux programmes, ces études sont connues sous le nom de "primaires complémentaires". L'usage ici suivi ne diffère pas radicalement de celui des autres provinces, où nous trouvons dans les "high schools" des cours académiques pour instituteurs et des cours de matriculation. En fait, dans les institutions d'enseignement secondaire du Manitoba, il existait encore tout récemment un "cours universitaire" à l'usage exclusif des jeunes gens se destinant à l'université et un cours d'instituteurs, à l'usage exclusif des candidats à l'enseignement. Plus tard, on introduisit un troisième cours, destiné à combiner les deux précédents, lequel porta le nom de "cours intermédiaire". Dans Québec, ce cours universitaire entrerait dans le cadre de l'enseignement secondaire, tandis que les cours à l'usage des instituteurs seraient des cours "primaires supplémentaires", ou, en d'autres termes, le prolongement de l'école primaire. Dans toutes les provinces, c'est ce qu'est réellement l'enseignement secondaire, car il n'y existe pas d'écoles secondaires d'où soient exclus les élèves instruits ailleurs, s'ils possèdent les connaissances requises. Ces connaissances peuvent être acquises dans les écoles rurales à classe unique, pourvu que les instituteurs soient en mesure de les enseigner. Les examens obligatoires qui ont lieu au commencement de juillet dans toutes les provinces, ainsi que le programme d'études dressé par le ministère, établissent le niveau de ces connaissances dans toutes les provinces. Par exemple, un écolier sortant d'une école rurale à classe unique de la Nouvelle-Ecosse peut subir les examens officiels pour le degré XI (y compris la matriculation universitaire), sur les mêmes sujets et côte à côte avec un élève instruit dans l'une de nos meilleures académies; et si ces deux candidats passaient l'examen avec succès, ils seraient, l'un et l'autre, admis au degré XII de cette académie ou en première année de la faculté des Lettres dans une université. Et ce que nous venons de dire s'applique à toutes les autres provinces, quoique dans plusieurs provinces, les écoles rurales ne peuvent pas préparer aux "high schools" plus loin que les degrés IX et X.

On verra dans le tableau suivant l'énumération des différentes institutions de chaque province, préparant à l'entrée dans les "high schools". Le nombre comparatif des élèves de ces diverses catégories d'écoles indiquera la proportion des matières de haute école qu'on y enseigne.

5.—SECONDARY EDUCATION—ENSEIGNEMENT SECONDAIRE

62.—Secondary Education in Canada: Statistics of the different types of Schools doing work of High School Grade in each province 1923 or latest year reported

62.—Enseignement secondaire au Canada: Types d'écoles où l'on professe les matières secondaires, dans chaque province du Canada, chiffres de 1923 ou du dernier rapport

Ins. titutions	Clas- ses	Institutions		Instructors — Instituteurs		Pupils — Elèves			Av. At- tend. moy.	Pupils in High School Grades — Elèv. dans les degrés secondaires				Institutions	
										IX	X	XI	XII		
													Total		
		M.	H.	F.	Total	B.	G.	F.	Total						
1	11	8	3	11	218	129	218	347	—	—	135	212	1	347 Collège Prince of Wales, I.P.-E.	
15	19	11	8	19	270	270	275	545	444	263	201	—	464 Classes secondaires, I.P.-E. ²		
36	36	12	24	36	419	437	856	596	125	101	11	—	237 Autres classes multiples, I.P.-E. ³		
204	204	45	150	204	2,930	2,930	5,690	3,606	404	286	—	—	690 Ecoles à classe unique, I.P.-E. ²		
18	—	—	—	—	1,448	1,588	3,036	2,434	—	—	1,357	475	3,038 Académies de comté, N.-E.		
—	—	—	—	—	1,235	1,938	3,173	—	—	—	—	—	3,173 High Schools, N.-E.		
186	—	—	—	—	—	—	—	—	1,103	843	472	2	2,420 Ecoles des villages exécutant les trav. sec. N.-E. ⁴		
1,187	—	—	—	—	—	—	—	—	2,195	1,027	238	2	3,459 Ecoles rurales exécutant les trav. sec. N.-E. ⁴		
62	30	32	62	967	1,154	2,121	1,795	1,042	588	373	42	2,045 Ecoles de grammaire, N.-B. ⁵			
50	37	19	59	701	1,162	1,763	1,329	529	312	128	—	—	968 Ecoles supérieures, N.-B. ⁵		
27	29	37	25	32	514	596	1,110	775	161	82	10	—	253 Autres écoles exécutant les trav. sec., N.-B.		
21	—	830	9,321	—	9,321	8,692	—	—	—	—	—	—	9,321 Collèges classiques, Qué.		
8	—	59	—	59	621	—	621	574	—	—	—	—	621 Ecoles indépendantes non subventionnées exécutant les trav. sec. catholiques, Qué.		
384	—	1,486	3,023	4,509	49,466	63,338	112,804	95,352	4,871	3,314	—	—	8,185 Académies catholiques, Qué. ⁷		
—	—	—	—	—	—	—	—	—	486	154	—	—	640 Ecoles modèles catholiques, Ont.		
45	—	122	369	491	7,131	7,028	14,209	11,745	1,738	1,074	703	—	3,515 "High Schools" protestantes, Qué.		
—	—	—	—	—	—	—	—	—	278	101	14	—	396 Ecoles intern. prot., Qué.		
36	—	652	768	819	13,183	13,310	26,493	22,678	10,130	7,234	7,170	1,909	26,493 Instituts collégiaux, Ont.		
56	—	85	238	301	7,956	10,182	18,138	15,143	6,902	4,303	5,040	1,293	18,138 "High Schools", Ont.		
181	—	—	—	—	289	3,959	5,208	8,777	7,231	3,667	2,649	—	8,777 Ecoles de continuation, Ont.		
16	—	—	—	—	286	3,688	3,290	6,987	5,518	—	—	—	6,987 Ecoles de trav. du jour élèves réguliers, Ont.		
156	156	67	89	156	2,599	4,574	1,643	5,312	5,269	1,904	—	—	1,643 Cinquième classes, Ont.		
—	—	—	—	—	—	—	—	—	—	—	—	—	5,530 Autres écoles exécutant les trav. sec., Ont. ²		
11	—	—	—	—	—	—	—	4,684	4,036	—	—	—	4,684 Instituts collégiaux, Man.		
8	24	—	—	—	—	—	—	676	564	—	—	—	676 Départements collégiaux, Man.		
40	80	—	—	—	—	—	—	2,234	1,862	—	2,624	272	2,234 "High Schools", Man.		
8	—	—	—	—	—	—	—	2,442	—	—	—	—	1,442 Ecoles intermédiaires, Man.		
105	—	—	—	—	—	—	—	—	—	—	—	—	1,519 Autres écoles exécutant les trav. sec., Man.		
22	196	115	81	196	2,673	3,672	6,345	5,044	2,188	1,559	1,877	612	5,736 Instituts collégiaux et H. S. Sask.		
65	75	—	—	—	1,099	1,680	2,779	—	1,158	817	722	82	2,779 Autres écoles des villes exécutant les trav. sec., Sask. ⁸		
—	—	—	—	—	—	—	—	—	1,771	1,124	643	16	3,554 Ecoles des villages exécutant les trav. sec., Sask.		
—	—	—	—	—	—	—	—	—	1,133	266	77	—	1,476 Ecoles rurales exécutant les trav. sec., Sask.		
59	—	—	—	—	—	2,356	3,434	5,790	2,398	1,160	1,160	381	5,790 "High Schools", Alta.		
—	—	—	—	—	—	—	—	—	2,193	1,550	1,020	336	5,129 Autres classes multiples secondaires, Alta.		
—	—	—	—	—	—	—	—	—	1,010	288	45	—	1,343 Ecoles à classe unique exécutant les trav. sec., Alta.		
67	316	213	119	332	4,046	5,174	9,220	7,957	—	—	—	—	9,220 "High Schools", C.-B.		

[illegible]

1 Ces chiffres incluent 57 étudiants de 2ème année, P. W. C. On les admet à 2ème des universités —. Comme on le verra par ces chiffres, ces classes des écoles ne comprennent que celles qui consacrent au moins la moitié de leur travail à des matières secondaires. Les institutions mentionnées ci-dessus comprennent seulement les classes des écoles à classes multiples ou les écoles à classe unique qui enseignent des matières secondaires; le tableau 2 montre que le nombre total d'écoles à classes multiples était de 53, avec 190 classes. Il y avait 412 écoles à classe unique, de sorte que 259 des 412 établissements du Prince-Edouard enseignaient des matières secondaires, outre le Prince of Wales College. 1 Les écoles rurales mentionnées ici sont les écoles à classe unique. L'habitude du ministère, de faire encourager l'enseignement rural secondaire quand l'instituteur est qualifié, et pour leur enseignement et aussi pour le degré XII: 267 jusqu'à l'habitude du degré XI: 497 jusqu'au degré X, et 301 jusqu'au degré XI seulement. Le nombre de classes dans le cas des écoles de grammaire, des écoles supérieures et autres écoles, comprend seulement les classes enseignant des matières secondaires. L'inscription des instituteurs ne touche que ces classes. 3 Les 9,221 et 621 comprennent les étudiants de la faculté des arts aussi bien que ceux des hautes écoles tous inscrits comme élèves des matières secondaires, cette expression ayant une signification différente dans les institutions catholiques de la province de Québec. 4 Le 7, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767

Elles reçoivent des octrois spéciaux bien qu'elles ne soient pas classifiées comme hautes écoles. Elles reçoivent des octrois spéciaux bien qu'elles ne soient pas classifiées comme hautes écoles. Elles reçoivent des octrois spéciaux bien qu'elles ne soient pas classifiées comme hautes écoles.

63.—Publicly Controlled Schools: Number of Pupils taking Certain Secondary Grade¹ Subjects in Six Provinces, 1923

63.—Écoles sous le contrôle administratif: Élèves étudiant certaines matières de l'enseignement secondaire, dans six provinces, en 1923

Subjects	Nova Scotia Nouvelle-Écosse	New Brunswick Nouveau-Brunswick	Ontario	Saskatchewan	Alberta	British Columbia Colombie Britannique	Total	Matières
English.....	12,000	3,041	51,938	4,660	5,341	9,159	86,229	Anglais.
History.....	6,073	3,190	40,928	10,370	5,700	4,032	70,293	Histoire.
Geography.....	5,498	3,190	19,371	1,703	1,817	4,038	35,617	Géographie.
Reading.....	—	—	—	1,621	—	9,154	10,775	Lecture.
Arith. and mens.....	9,488	2,350	15,306	4,076	3,469	5,255	39,944	Arith. et mens.
Algebra.....	11,760	2,895	33,720	4,535	5,223	8,158	66,291	Algèbre.
Geometry.....	6,075	2,855	23,653	4,559	5,266	7,959	50,367	Géométrie.
Trigonometry.....	343	123	1,898	439	370	148	3,321	Trigonométrie.
French.....	8,028	2,786	40,992	3,716	2,619	7,351	65,492	Français.
Spanish.....	—	—	330	—	—	—	330	Espagnol.
German.....	197	—	1,835	28	64	16	2,140	Allemand.
Latin.....	4,606	2,188	39,003	3,318	1,999	5,496	56,610	Latin.
Greek.....	78	54	240	—	—	17	389	Grec.
Zoology.....	—	—	10,313	124	—	—	10,437	Zoologie.
Botany.....	2,898	2,893	14,563	795	—	3,021	24,170	Botanique.
Chemistry.....	2,098	1,102	9,235	1,520	1,220	4,710	19,885	Chimie.
Physics.....	5,666	1,143	10,581	1,711	1,296	3,162	23,559	Physique.
Book-keeping.....	—	1,255	4,337	379	251	979	7,201	Tenue des livres.
Stenography.....	—	—	2,489	213	317	998	4,017	Sténographie.
Typewriting.....	—	—	2,430	295	320	996	4,041	Dactylographie.
Business Law, etc.....	—	—	2,060	—	67	629	2,756	Droit, com., etc.
Art.....	4,716	940	15,627	1,172	3,077	3,736	29,268	Art.
Physical Culture.....	—	—	50,823	3,162	3,282	—	57,267	Culture physique.
Agriculture.....	465	—	2,239	522	898	334	4,458	Agriculture.
Manual Training.....	—	—	3,797	551	378	3,033	7,759	Travaux manuels.
Household Science.....	—	—	3,526	789	672	1,740	6,727	Science ménagère.
Elementary Science.....	—	1,143	—	3,147	3,877	—	8,167	Sciences élémentaires.
Music.....	—	—	—	1,740	733	—	2,473	Musique.
Military Drill.....	1,149	—	—	1,011	1,060	—	3,220	Exercices militaires.
Physiology.....	—	1,181	—	3,655	—	121	4,957	Physiologie.
Pract. Mathematics.....	1,917	—	—	—	—	—	1,917	Mathémat. prat.
Total Sampled.....	12,088	3,041	53,508	5,736	5,790	9,220	89,383	Total des élèves ainsi classifiés.

64.—Results of Departmental Examinations, 1922-23

64.—Résultats des examens des départements de l'instruction publique, 1922-23

—	N.S. N.-E.	N.B.	Ont.	Man.	Sask. 1922	Alta.	B.C. C.-B.	—
GRADE VIII								DEGRÉ VIII
Number promoted by schools	—	—	38,048	—	1,346	1,933	1,791	Elèves avancés sans examens officiels.
Number examined.....	8,809	2,098	—	—	7,937	5,556	4,939	Nombre, recourant aux examens.
Number successful.....	4,667	1,862	20,889	—	5,971	2,819	2,788	Nombre passant avec succès.
Number who failed.....	4,142	236	8,159	—	1,966	2,737	2,151	Nombre manquant.
H.S. GRADES, MATRIC., Etc.								SECONDAIRES, Etc.
Number promoted by schools	—	—	See page 46	2,109	—	3,869	—	Elèves avancés sans examens officiels.
Number examined.....	—	1,057	Voir page 46	8,369	4,512	24,268	2,523	Nombre recourant aux examens.
Number successful.....	—	362	5,670	703	1,997	1,505	498	Nombre passant avec succès.
Number conditioned.....	—	398	—	—	3,477	426	—	Nombre passant sous condition.
Number who failed.....	—	297	2,749	332	1,845	520	—	Nombre manquant.

¹A blank space in this table does not necessarily mean that the subject was not taught—it merely means that figures have not been reported.

²L'absence de chiffres dans ce tableau ne signifie pas que cette matière n'était pas enseignée, mais que les chiffres n'ont pas été fournis.

³Exclusive of 270 in May and 492 in September for University Matriculation also 1,077 partial students.

⁴Non compris 270 en mai et 492 en septembre pour l'admission universitaire et 1,077 étudiants partiels.

⁵The number thus promoted in B.C. was not reported but this is the regular mode of promotion from grades IX and X in High Schools. Departmental examinations in these grades are required only from Superior Schools and in appeal cases from pupils in High Schools.

⁶Le nombre d'élèves avancés de la C.-B. n'est pas donné, mais c'est la manière ordinaire d'avancer dans les degrés IX et X des hautes écoles. Les examens du ministère ne sont exigés que des élèves des écoles supérieures ou des élèves des hautes écoles se pourvoyant en appel.

65.—Nova Scotia Secondary Grades: Number of Pupils by Subjects of Study, 1911-1923
 65.—Nouvelle-Ecosse: Degrés secondaires: Nombre d'élèves pour chaque matière, 1911-1923

Subjects	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	Matières
English.....	8,526	8,569	8,489	8,763	9,428	9,361	9,007	9,132	9,039	9,353	9,491	10,942	12,090	Anglais.
Algebra.....	8,287	8,193	8,285	8,354	9,055	9,043	8,702	8,812	8,589	9,042	9,277	10,413	11,760	Algèbre.
Arithmetic.....	7,105	7,005	6,986	7,248	7,530	7,604	7,324	7,251	7,439	7,645	7,861	8,817	9,488	Arithmétique.
Physics.....	4,692	4,297	4,082	4,763	5,569	4,902	1,786	3,823	3,907	4,805	4,564	5,658	5,666	Physique.
Geography.....	4,570	4,460	4,435	4,436	4,842	4,667	4,488	4,688	4,911	5,105	4,564	5,170	5,498	Géographie.
History.....	3,756	3,491	3,089	3,922	4,183	4,381	4,158	4,095	4,040	4,030	4,668	5,487	6,073	Histoire.
Drawing.....	3,712	3,853	3,621	3,732	4,136	4,256	4,050	4,112	4,326	4,413	4,415	4,631	4,716	Dessin.
Botany.....	3,456	3,431	3,608	3,806	4,364	4,191	3,758	3,498	3,254	3,354	2,884	3,629	2,898	Botanique.
French.....	3,057	3,363	3,456	3,763	4,302	4,431	5,486	4,834	4,814	5,327	5,659	7,112	8,028	Français.
German.....	2,754	3,954	3,864	3,936	4,224	4,266	4,139	4,094	4,046	3,929	4,530	5,356	6,075	Allemand.
Latin.....	2,556	2,775	2,846	2,910	3,036	3,055	3,045	3,153	3,182	3,541	3,517	4,204	4,606	Latin.
Chemistry.....	1,860	1,949	1,868	2,024	1,995	2,181	2,149	959	897	1,160	1,423	1,741	2,098	Chimie.
Pract. Mathematics.....	1,360	1,467	1,424	1,264	1,357	1,144	1,190	1,241	1,180	1,146	1,293	1,478	1,917	Math. prat.
German.....	389	298	321	314	357	287	222	169	120	118	214	234	187	Allemand.
Cadets.....	362	520	530	594	591	634	690	695	729	601	1,037	1,030	1,149	Exercices militaires.
Music.....	288	573	864	732	936	814	814	785	807	897	953	1,015	-	— Musique.
Domestic Science.....	255	302	263	321	358	489	376	364	353	309	343	254	-	— Science ménagère.
Book-keeping.....	240	210	243	315	400	400	35	60	87	17	48	75	-	— Tenue des livres.
Wood-work.....	206	157	270	258	200	383	257	379	294	244	210	265	-	— Travaux manuels.
Trigonometry.....	131	152	120	180	191	184	163	200	194	251	261	321	343	Trigonométrie.
Stenography.....	85	78	95	31	28	71	53	53	45	16	1	58	-	— Sténographie.
Greek.....	40	33	42	35	25	46	50	57	52	26	45	58	78	Grec.
Agriculture.....	19	-	-	14	38	348	3,384	2,937	2,688	2,648	2,841	2,846	465	Agriculture.
Total Sampled.....	8,676	8,668	8,636	8,903	9,477	9,726	9,088	9,202	9,138	9,491	9,705	11,039	12,088	.... Total ainsi spécifié.

66.—Ontario Schools: Subjects of Study in Secondary Schools, and results of examinations, 1922-1923
66.—Écoles d'Ontario: Matières d'études dans les écoles secondaires et résultats des examens, 1922-1923

Subject	Number ¹ taking Subject Number d'élèves	Number at Examinations Elèves présentés aux examens				Number who passed Candidates admis				Matières	
		L. School		Mid. School	Up. School	L. School		Mid. School	Up. School		
		Cours infér.	Cours moy.	Cours supér.	Total ²	Cours infér.	Cours moy.	Cours supér.	Total ²		
English Grammar.....	13,970	9,366	—	—	9,366	8,089	—	—	8,089	Grammaire anglaise.	
English Composition.....	51,718	—	9,945	4,255	14,200	—	7,513	3,818	11,331	Composition anglaise.	
English Literature.....	51,938	—	9,824	4,047	13,871	—	8,672	3,028	11,700	Littérature anglaise.	
Can. History.....	21,371	17,102	—	—	17,102	13,935	—	—	13,935	Histoire du Canada.	
Brit. History.....	10,391	—	10,003	—	10,003	—	6,282	—	6,282	Histoire de la Grande-Bretagne.	
Anc. History.....	7,593	—	8,166	—	8,166	—	5,009	—	5,009	Histoire ancienne.	
Geography.....	19,371	13,955	—	—	13,955	12,641	—	—	12,641	Géographie.	
Physiography.....	13,804	11,058	—	—	11,058	10,225	—	—	10,225	Physiographie.	
Arithm. and Mens.....	15,306	11,015	—	—	11,015	8,913	—	—	8,913	Arithmétique.	
Algebra.....	33,720	—	10,731	—	10,731	—	7,951	—	7,951	Algèbre.	
Geometry.....	23,653	—	8,297	—	8,297	—	5,705	—	5,705	Géométrie.	
Gen. History.....	1,571	—	—	—	—	—	—	—	—	1,163	Histoire universelle.
Trigonometry.....	1,898	—	5,544	—	5,544	—	4,878	—	4,878	Trigonométrie.	
French Authors.....	—	—	2,216	—	2,216	7,760	—	1,969	6,847	Auteurs français.	
Fr. Comp.....	40,992	5,863	—	—	5,863	8,268	4,035	1,488	5,517	Composition française.	
Span. Authors.....	330	122	116	22	144	—	89	18	107	Auteurs espagnols.	
Span. Comp.....	—	—	—	—	—	—	71	15	86	Composition espagnole.	
German Authors.....	1,835	372	139	511	1,022	323	283	136	742	Auteurs allemands.	
German Comp.....	—	394	—	—	394	—	—	—	—	400	Composition allemande.
Lat. Authors.....	39,003	5,093	—	—	5,093	—	3,470	1,145	4,615	Auteurs latins.	
Lat. Comp.....	—	5,863	—	—	5,863	7,446	4,278	879	5,157	Composition latine.	
Gr. Authors.....	240	110	42	152	204	—	67	35	102	Auteurs grecs.	
Gr. Comp.....	—	100	—	—	100	—	76	32	108	Composition grecque.	
Zoology.....	10,313	9,219	—	—	9,219	8,732	—	524	9,256	Zoologie.	
Botany.....	14,563	12,314	—	—	12,314	11,374	—	496	11,870	Botanique.	
Chemistry.....	9,235	8,216	—	—	8,216	—	6,224	—	6,224	Chimie.	
Physics.....	10,381	734	—	—	734	—	7,566	—	7,566	Physique.	
Art.....	15,624	14,232	—	—	14,232	13,402	—	—	13,402	Art.	
Total Enrolments ³	62,468	30,344	—	—	30,344	—	—	—	—	Total des inscriptions ³ .	
Lower School.....	44,595	—	—	—	—	—	—	—	—	Cours inférieur.	
Middle School.....	14,671	—	—	—	—	—	—	—	—	Cours moyen.	
Upper School.....	3,202	21,439	—	—	21,439	—	—	—	—	Cours supérieur.	

¹ In Secondary Schools only.— Dans les écoles secondaires seulement.

² It is not clear whether the day vocational schools are represented by the candidates at examinations, but the large number of candidates in middle and upper schools as compared with enrolment would indicate that they probably represented some vocational and private schools, also ex-high school pupils as well as those enrolled during the year. The number of candidates, therefore, should not be considered in connection with the number taking the subjects.

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Il n'est pas clair que les écoles d'apprentissage de jour soient représentées par les candidats aux examens, mais le grand nombre de candidats des écoles intermédiaires et supérieures, comparativement aux inscriptions, semble indiquer qu'il y a aussi des élèves des écoles d'apprentissage, et des écoles privées et d'anciens élèves des hautes écoles en plus de ceux inscrits pendant l'année. Par conséquent, il ne faut pas mettre le nombre de candidats en comparaison avec le nombre de ceux qui suivent les sujets.

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In Secondary grades of Secondary Schools and Public and Separate schools. The number of pupils taking the subjects in the last mentioned are not given, but they are no doubt, represented among the candidates enumerated above. The number of pupils in Secondary Schools only were: Total, 33,408; Lower School, pt. 1, 20,699; Lower School, pt. 2, 14,836; Middle School, 14,671; Upper School, 3,202.

Dans les degrés secondaires des écoles secondaires et des écoles publiques et séparées. On ne donne pas le nombre d'élèves étudiant les matières dans les "même classes", mais sans doute ceux-ci se trouvent parmi les "candidats" ci-dessus. Voilà le nombre d'élèves dans les écoles secondaires: Total, 33,408; Cours inférieur, 20,699; 2, 14,836; Cours moyen, 14,671; Cours supérieur, 3,202.

67.—Ontario High Schools and Collegiate Institutes and Day Vocational Schools: Number of pupils by subjects of Study, 1911-1923

67.—Ontario—Hautes écoles, Instituts Collégiaux et Écoles d'apprentissage: nombre d'élèves dans chaque matière d'enseignement, 1911-1923

Subject	1911	1912	1913	1914	1915	1917	1918	1919	1920	1921	1922	1923	Matières
English Composition.....	31,049	31,057	38,378	34,759	37,314	28,938	29,890	31,699	34,291	35,781	43,634	50,143	Composition anglaise.
English Literature.....	31,031	31,179	32,455	34,784	37,443	29,053	30,027	31,631	34,348	35,917	43,871	50,264	Littérature anglaise.
Algebra.....	28,777	28,947	30,300	32,687	35,459	27,750	27,960	30,013	32,350	33,689	35,188	32,311	Algèbre.
Physical Culture.....	27,574	29,107	31,154	34,353	37,412	28,728	30,201	31,896	34,963	35,266	43,150	49,061	Culture physique.
Geometry.....	25,111	25,252	27,847	29,203	32,419	27,308	27,674	29,541	31,925	32,618	41,618	49,061	Géométrie.
Physics.....	24,904	24,984	26,656	28,524	29,208	23,330	23,115	25,960	27,403	27,208	27,539	13,267	Physique.
Arithmetic.....	24,723	23,858	24,076	25,344	26,689	23,330	23,115	25,960	27,403	27,208	27,539	13,267	Arithmétique.
Canadian History.....	24,633	24,463	25,747	27,401	31,588	23,966	23,511	25,160	26,124	25,273	18,544	18,619	Histoire du Canada.
British History.....	23,736	23,673	24,007	26,031	28,196	20,579	20,159	21,033	22,374	21,872	16,300	17,341	Histoire d'Angleterre.
English Grammar.....	23,515	22,943	23,300	24,252	26,117	20,015	21,268	22,853	23,231	24,897	17,111	15,508	Grammaire.
Latin.....	23,443	21,733	22,804	24,320	28,989	20,317	21,420	22,883	23,613	26,163	30,164	33,545	Latin.
Geography.....	20,884	21,009	22,806	23,797	26,604	20,911	21,665	22,762	24,372	24,966	18,531	20,929	Géographie.
French.....	16,961	16,418	17,733	19,008	20,927	15,071	14,796	16,051	16,323	15,648	9,466	9,466	Français.
Chemistry.....	16,906	17,357	17,733	19,008	20,927	15,071	14,796	16,051	16,323	15,648	9,466	9,466	Chimie.
Art.....	16,254	17,070	17,286	19,008	20,927	15,071	14,796	16,051	16,323	15,648	9,466	9,466	Arts.
Botany.....	16,240	16,666	17,116	19,008	20,927	15,071	14,796	16,051	16,323	15,648	9,466	9,466	Botanique.
Zoology.....	14,681	16,533	15,023	19,008	20,927	15,071	14,796	16,051	16,323	15,648	9,466	9,466	Zoologie.
Book-keeping.....	9,513	9,308	9,605	9,906	10,391	7,218	6,358	6,855	6,962	6,237	6,524	7,294	Tenue des livres.
Ancient History.....	5,024	4,911	5,042	5,396	4,606	2,484	2,355	1,737	1,748	1,803	1,710	1,835	Histoire ancienne.
German.....	3,739	3,682	3,741	3,717	4,175	3,216	3,461	4,185	4,487	4,318	4,282	5,615	Allemand.
Stenography.....	3,025	3,115	3,355	3,484	3,573	2,645	2,931	3,370	3,692	3,462	4,099	4,395	Sténographie.
Typewriting.....	2,585	2,213	2,888	3,026	3,407	2,852	3,181	3,779	3,965	4,227	2,617	2,060	Dactylographie.
Commerce.....	2,564	2,525	3,197	3,316	3,279	3,075	3,263	3,513	3,923	3,923	4,243	4,111	Commerce.
Household Science.....	1,821	1,954	2,120	2,285	2,062	1,185	1,261	1,399	1,542	1,553	2,094	2,420	Science ménagère.
Trigonometry.....	1,880	2,101	2,444	2,677	2,689	2,389	2,533	4,213	3,306	3,885	4,655	4,623	Trigonométrie.
Mental Training.....	1,543	1,643	1,578	1,700	1,685	807	773	650	668	750	1,163	1,571	Travaux manuels.
Modern History.....	1,253	1,215	1,182	1,221	1,301	651	681	532	521	463	1,163	1,571	Histoire moderne.
Mineralogy.....	669	662	695	741	809	551	466	515	420	450	93	98	Minéralogie.
Greek.....	520	520	553	553	691	495	387	412	347	276	259	240	Grec.
Agri(culture).....	353	520	635	1,020	982	745	673	617	503	419	189	103	Arts (cours moyen).
Spanish.....	114	120	420	615	878	828	775	1,143	1,405	1,506	1,432	1,866	Agriculture.
Physiography.....	—	—	—	—	—	—	—	306	124	148	201	414	Espagnol.
History and Civics ¹	—	—	—	—	—	—	—	3,308	2,209	2,390	10,434	11,083	Physiographie.
Commercial Law.....	—	—	—	—	—	1,041	1,761	—	—	—	5,209	6,492	Histoire et droit civique.
Total, Sampled.....	32,227	32,273	33,746	36,466	38,426	32,220	32,771	35,471	37,826	36,728	44,749	51,618	Total ainsi classifiés.

¹ Day Vocational Schools. The type of history was not specified.

² In day Vocational Schools, other subjects in these schools excepting those that could be added to the similarly named subjects in the Collegiate Institutes and High Schools, are omitted.

³ Dans les écoles d'apprentissage, l'histoire n'est pas spécifiée.

⁴ Dans les écoles d'apprentissage de jour, en plus des autres matières, à l'exception de celles qui peuvent être comprises dans des sujets semblables des Instituts Collégiaux et des Hautes Ecoles non compris.

68.—British Columbia High Schools: Number of Pupils by Subjects of Study—, 1917-23

68.—Colombie-Britannique: Hautes Écoles: nombre d'élèves pour chaque matière, 1917-23

Subject	1917	1918	1919	1920	1921	1922	1923	Matières
English Literature.....	4,824	5,150	5,806	6,565	7,224	8,556	9,154	Littérature anglaise.
English Composition.....	4,821	5,150	5,806	6,532	7,224	8,556	9,159	Composition anglaise.
Algebra.....	4,820	5,133	5,251	5,668	6,282	7,463	8,158	Algèbre.
Geometry.....	4,289	4,345	4,726	5,669	6,151	7,346	7,959	Géométrie.
Latin.....	4,220	4,190	3,991	4,118	4,273	4,959	5,496	Latin.
French.....	4,192	4,080	4,605	5,090	5,677	6,523	7,351	Français.
Arithmetic.....	3,107	3,569	3,409	3,821	5,407	5,255	6,559	Arithmétique.
Drawing.....	1,995	1,809	2,474	2,624	2,672	3,736	3,813	Dessin.
Chemistry.....	1,982	757	3,078	2,416	3,479	4,491	4,710	Chimie.
Botany.....	1,475	1,392	1,400	1,808	2,234	2,670	3,021	Botanique.
Domestic Science.....	1,332	1,183	1,290	1,329	1,443	1,794	1,740	Science ménagère.
Woodwork.....	1,074	1,037	1,115	1,343	1,589	1,844	1,656	Travaux manuels.
Typewriting.....	547	802	870	944	995	996	1,136	Dactylographie.
Stenography.....	542	802	866	943	995	998	1,135	Sténographie.
Book-keeping.....	351	1,760	2,521	1,965	2,735	3,143	3,162	Physique.
Physics.....	257	378	491	517	809	598	629	Droit com. et formules légales.
Business Forms and Law.....	154	900	1,250	1,108	1,850	3,198	4,038	Géographie.
Geography.....	85	77	96	178	61	130	148	Trigonométrie.
Trigonometry.....	65	193	219	91	165	371	334	Agriculture.
Agriculture.....	55	169	233	—	—	440	406	Mécanique.
Mechanics.....	20	6	8	—	—	16	25	Allemand.
German.....	2	34	—	—	104	97	121	Physiologie.
Physiology.....	—	710	1,053	988	1,788	3,123	4,032	Histoire générale.
General History.....	—	—	3,068	3,283	3,440	4,188	4,209	Histoire Civile canadienne.
Canadian Civics.....	—	6	22	—	—	75	17	Grec.
Greek.....	—	—	—	—	55	71	78	Economiques.
Economics.....	—	—	—	—	55	71	197	Droit.
Stat. Law.....	—	—	233	209	429	641	536	Métallurgie.
Metal Work.....	—	—	—	—	304	403	435	Mécanique.
Machine Shop.....	—	—	—	—	—	—	—	—
Total Sampled.....	4,841	5,150	5,806	6,636	7,259	8,634	9,220	Total ainsi spécifié.

69.—Publicly Controlled Schools in Canada: Comparative Number of Boys and Girls doing work of Secondary Grade in five Provinces, 1901-1923

69.—Écoles du Canada placées sous le contrôle administratif: Nombre comparatif des garçons et des filles dans les degrés secondaires dans cinq provinces, 1901-1923

Yr—Année	N.S.—N.-E.		Ontario ¹		Manitoba		Saskatchewan		Alberta		B.C.—C.-B.	
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.
1901.....	—	—	10,869	11,654	—	—	—	—	—	—	215	369
1902.....	—	—	11,629	12,843	—	—	—	—	—	—	313	471
1903.....	—	—	11,988	13,734	—	—	—	—	—	—	316	540
1904.....	2,496	4,499	12,718	14,991	—	—	—	—	—	—	381	600
1905.....	2,732	4,554	13,035	15,626	—	—	—	—	—	—	413	763
1906.....	2,775	4,864	13,336	16,056	—	—	—	—	—	—	432	823
1907.....	2,792	4,854	13,799	16,532	—	—	—	—	—	—	613	857
1908.....	2,985	4,928	14,751	17,151	—	—	335	399	—	—	812	997
1909.....	3,076	5,048	15,776	17,325	—	—	504	643	—	—	919	1,122
1910.....	3,181	5,478	15,196	17,416	—	—	623	805	—	—	940	1,048
1911.....	3,211	5,463	17,073	20,907	—	—	766	927	—	—	973	1,178
1912.....	3,132	5,536	17,345	21,022	—	—	885	1,129	—	—	1,232	1,448
1913.....	3,175	5,461	17,718	21,572	—	—	1,028	1,326	—	—	1,414	1,593
1914.....	3,216	5,687	19,475	23,060	—	—	1,304	1,622	—	—	1,844	2,068
1915.....	3,436	6,041	20,508	24,718	—	—	1,545	2,038	—	—	2,260	2,510
1916.....	3,466	6,260	—	—	—	—	1,566	2,283	—	—	2,074	2,767
1917.....	3,051	6,037	14,318	19,597	—	—	1,445	2,441	—	—	2,151	2,999
1918.....	3,082	6,115	14,342	19,859	—	—	1,533	2,561	—	—	2,392	3,414
1919.....	3,024	6,114	15,095	20,643	—	—	1,910	2,841	—	—	2,826	3,810
1920.....	3,313	6,178	16,682	21,480	—	—	2,492	3,425	—	—	3,093	4,166
1921.....	3,425	6,280	17,525	22,426	3,524	5,091	2,494	3,423	3,088	4,421	3,788	4,846
1922.....	4,202	6,937	21,408	25,502	—	—	2,423	3,204	4,707	6,055	4,046	5,174
1923.....	4,715	7,373	24,708	28,700	5,367	7,242	5,519	8,023	5,286	6,976	—	—

1923—P.F.I., 679—1,058; N.B., 1,315—1,954.

¹ Includes the pupils of Continuation Schools, H. S. and Collegiate Inst. only. In 1922-23 in all secondary grades reported there were 30,995 boys and 36,993 girls. These include day vocational public, and separate schools. The figures in the tables are confined to H. S. and Collegiate Inst. for comparative purposes.

² Comprend seulement les élèves des écoles de continuation, des hautes écoles et des instituts collégiaux. En 1922-23 leur nombre était de 30,995 garçons et 36,993 filles. Cela comprend les écoles publiques et séparées d'apprentissage. Les chiffres de ce tableau se bornent aux hautes écoles et aux instituts collégiaux pour fins de comparaison.

70.—Ontario Schools: Occupation of Head of Family of Pupils in Secondary Schools including full time Day Vocational Schools, 1900-1923

70.—Écoles d'Ontario: Occupation du père des élèves dans les écoles secondaires—y compris les écoles du jour des travaux manuels, 1900-1923

Year—Année	Commerce	Agriculture	Professions	Mechanical occupations	Laboring occupations	Other callings	Without occupation	Total
				Métiers mécaniques	Travaux manuels	Autres occupations	Sans occupations	
1900.....	5,448	6,221	1,953	5,054	—	—	1,788	20,464
1901.....	5,984	6,747	2,144	5,862	—	—	1,786	21,749
1902.....	6,477	7,482	2,311	6,052	—	—	2,150	23,525
1903.....	6,941	8,004	2,504	6,491	—	—	1,782	23,997
1904.....	7,645	8,516	2,604	7,099	—	1,845	—	27,709
1905.....	7,491	8,386	2,680	6,303	2,151	1,650	—	29,261
1906.....	7,853	8,602	2,831	5,813	2,492	1,801	—	29,392
1907.....	7,974	8,767	2,842	6,187	2,630	1,931	—	30,331
1908.....	8,242	8,907	2,989	6,613	2,798	2,363	—	31,922
1909.....	8,623	9,206	3,036	6,902	3,147	2,187	—	33,101
1910.....	8,454	9,166	3,161	6,961	2,850	2,020	—	32,612
1911.....	8,406	11,714	2,901	6,981	2,696	3,796	1,436	37,980
1912.....	8,209	12,034	2,848	6,745	2,964	3,971	1,596	38,363
1913.....	7,923	12,384	2,913	7,000	2,973	4,328	1,709	39,290
1914.....	8,564	13,281	3,009	8,067	3,176	4,446	1,992	42,535
1915.....	9,268	14,490	3,085	8,105	3,551	4,705	2,022	44,226
1916-17.....	6,899	11,167	2,218	6,219	2,648	3,442	1,322	34,115
1917-18.....	7,158	11,142	2,297	6,336	2,258	3,738	1,272	36,250
1918-19.....	8,314	11,140	2,509	7,605	2,597	4,295	1,577	37,937
1919-20.....	8,710	11,424	2,410	8,170	3,123	5,228	1,692	41,471
1920-21.....	9,397	12,131	2,614	8,852	3,559	4,832	1,608	42,744
1921-22.....	11,412	14,163	2,787	11,059	4,629	6,085	2,019	52,255
1922-23.....	13,084	16,051	2,429	13,946	5,429	7,000	2,456	60,395

71.—Prince Edward Island Schools: Distribution of Pupils in Secondary class-rooms by Sex, Grade and Age, 1923

71.—Écoles, Ile du Prince-Édouard: Répartition des élèves dans les classes secondaires par sexe, degré et âge, en 1923

Age	IX		X		XI		XII		Total		
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	Total
11.....	1	—	—	—	—	—	—	—	1	—	1
12.....	1	2	—	1	—	—	—	—	1	3	4
13.....	11	4	8	2	—	—	—	—	19	6	25
14.....	28	19	15	13	—	—	—	—	43	32	75
15.....	27	35	20	38	—	—	—	—	47	73	120
16.....	48	37	23	35	—	—	—	—	71	72	143
17.....	13	9	17	27	—	—	—	—	30	36	66
18.....	2	6	6	7	—	—	—	—	8	13	21
19.....	2	1	3	2	—	—	—	—	3	3	6
20.....	—	—	—	2	—	—	—	—	—	2	2
21.....	—	—	1	—	—	—	—	—	1	—	1
Total.....	131	113	93	127	—	—	—	—	224	240	464

72.—Nova Scotia Schools: Distribution of Pupils in Secondary class-rooms of Urban Schools by Sex, Grade and Age, 1923

72.—Écoles de la N.-É.: Répartition des élèves dans les classes secondaires urbaines par sexe, degré et âge, en 1923

Age	IX		X		XI		XII		Total		
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	Total
11.....	1	—	—	—	—	—	—	—	1	—	1
12.....	17	9	—	—	1	—	—	—	18	9	27
13.....	71	19	7	10	—	1	—	—	78	30	108
14.....	203	268	51	78	9	10	1	—	264	356	620
15.....	384	423	183	258	54	63	9	6	630	750	1,380
16.....	280	320	274	367	148	208	32	34	734	929	1,663
17.....	115	173	158	288	146	249	72	63	491	773	1,264
18.....	37	45	76	121	114	182	71	77	298	425	723
19.....	7	3	25	22	49	71	27	38	108	134	242
20.....	3	1	5	4	10	19	11	13	29	37	66
21.....	1	2	7	2	11	12	12	9	31	25	56
Total.....	1,119	1,263	786	1,150	542	815	235	240	2,682	3,468	6,150

73.—New Brunswick Schools: Distribution of Pupils in Secondary class-rooms by Sex, Grade and Age, 1923

73.—Écoles du Nouveau-Brunswick: Répartition des élèves dans les classes secondaires par sexe, degré et âge, en 1923

Age	IX		X		XI		XII		Total		
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	Total
12.....	2	6	—	—	—	—	—	—	2	6	8
13.....	29	43	5	4	1	—	—	—	35	47	82
14.....	144	203	38	54	2	2	—	—	184	259	443
15.....	233	343	142	169	35	42	1	5	411	559	970
16.....	185	261	117	203	75	131	2	7	379	602	981
17.....	74	121	58	107	60	92	9	9	201	329	530
18.....	22	36	18	49	26	27	3	3	69	105	174
19.....	7	6	3	5	9	4	2	—	21	15	36
20.....	1	—	4	3	2	1	—	—	7	4	11
21.....	—	3	2	1	2	—	1	—	5	4	9
Total.....	697	1,022	387	595	212	299	18	24	1,314	1,930	3,244

74.—Ontario Continuation Schools: Distribution of Pupils by Age, Sex and Grade, 1923

74.—Écoles de continuation de l'Ontario: Répartition des élèves par âge, sexe et degré, 1923

Age	Lower School—Cours inférieur				Middle School		Total			
	Form I		Form II		Cours moyen		Boys Garçons	Girls Filles	Total	
	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles				
	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles	Total	
10.....	2	—	—	—	—	—	—	—	2	2
11.....	15	22	1	2	—	—	16	24	40	
12.....	119	170	7	15	4	1	130	186	316	
13.....	316	430	91	105	5	12	412	547	959	
14.....	431	675	221	318	61	78	713	1,071	1,784	
15.....	405	474	348	442	138	256	891	1,172	2,063	
16.....	185	238	252	379	228	394	665	1,011	1,676	
17.....	54	84	129	171	237	424	480	679	1,099	
18.....	10	14	47	64	131	246	188	324	512	
19.....	2	10	15	16	57	97	74	123	197	
20.....	—	2	3	13	24	25	27	40	67	
21.....	4	5	6	4	21	22	31	31	62	
Total.....	1,543	2,124	1,120	1,529	906	1,555	3,569	5,208	8,777	

75.—Ontario Collegiate Institutes and High Schools: Distribution of Pupils by Age, Sex and Grade, 1923

75.—Instituts collégiaux et "High Schools" de l'Ontario: Répartition des élèves par âge, sexe et degré, 1923

Age	Lower School—Cours inférieur				Middle School		Upper School		Total		
	Form I		Form II		Cours moyen		Cours supérieur		Boys Garçons	Girls Filles	Total
	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles	Boys Garçons	Girls Filles			
	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles	Total
10.....	2	1	—	—	—	—	—	—	2	1	3
11.....	83	99	2	1	—	—	—	—	85	100	185
12.....	533	680	54	64	—	—	—	—	587	744	1,331
13.....	1,806	2,020	421	529	55	38	—	—	2,282	2,587	4,869
14.....	2,662	2,841	1,299	1,632	313	364	8	8	4,282	4,845	9,127
15.....	1,986	1,958	1,675	2,062	1,008	1,223	69	79	4,738	5,322	10,060
16.....	875	853	1,261	1,456	1,570	1,843	251	294	3,957	4,446	8,403
17.....	235	243	578	654	1,394	1,691	418	487	2,625	3,075	5,700
18.....	53	54	170	188	829	905	445	392	1,497	1,539	3,036
19.....	15	41	62	334	328	290	176	677	761	1,511	2,272
20.....	6	5	5	12	122	77	128	57	261	151	412
21.....	4	6	9	12	64	52	69	31	146	101	247
Total..	8,257	8,775	5,515	6,672	5,689	6,521	1,678	1,524	21,139	23,492	44,631

NOTE.—The figures of Tables 66 to 74 are already included in the general tables in previous sections.

NOTA.—Les chiffres des tableaux 66 jusqu'à 77 sont déjà compris dans les tableaux généraux des sections précédentes.

SURVEY OF EDUCATION

51

76.—Manitoba Schools: Distribution of Pupils in Secondary class-rooms by Sex, Grade and Age, 1923

76.—Écoles de Manitoba: Répartition des élèves dans les classes secondaires par sexe, degré et âge, en 1923

Age	IX		X		XI		XII		Total		
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	F.—G.	Total
11.....	2	6	1	—	—	—	—	—	3	6	9
12.....	31	39	2	3	2	2	—	—	35	44	79
13.....	127	193	13	40	5	11	—	—	145	244	389
14.....	343	453	104	164	19	25	—	1	460	643	1,109
15.....	367	487	177	343	71	130	—	6	615	913	1,581
16.....	207	300	311	347	166	252	3	14	687	966	1,800
17.....	73	108	176	226	163	301	7	22	424	657	1,081
18.....	22	28	50	72	135	230	10	18	217	348	565
19.....	7	12	19	38	68	115	6	5	100	170	270
20.....	3	5	6	9	42	31	10	7	61	52	113
21.....	4	1	16	7	35	21	2	3	57	32	89
Total).....	1,186	1,632	875	1,249	711	1,118	38	76	2,810	4,075	6,885

77.—Saskatchewan Collegiate Institutes and High Schools: Distribution of Pupils, by Age, Sex and Grade, 1923

77.—Instituts collégiaux et "High Schools" de la Saskatchewan: Répartition des élèves par âge, sexe et degré, 1923

Age	IX		X		XI		XII		Total Sec.			VIII			Total		
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	T.	B.—G.	G.—F.	T.	B.—G.	G.—F.	T.
10.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
11.....	—	—	—	—	—	—	—	—	—	—	—	4	3	7	4	3	7
12.....	29	29	—	1	1	—	—	—	29	30	59	18	23	41	47	53	100
13.....	91	130	15	15	—	—	—	—	107	145	252	71	96	167	178	241	419
14.....	259	296	82	110	9	12	—	1	350	419	769	89	99	188	439	518	957
15.....	275	383	185	255	43	55	9	11	512	704	1,216	74	62	136	586	766	1,352
16.....	174	237	164	250	115	177	27	51	480	715	1,195	17	26	43	497	741	1,238
17.....	67	104	97	164	158	216	64	88	386	572	958	10	11	21	396	583	979
18.....	40	36	44	80	102	167	58	87	244	370	614	2	2	4	246	372	618
19.....	7	5	16	41	59	96	50	53	132	195	327	—	—	—	132	195	327
20.....	2	5	8	13	24	41	23	34	57	93	150	1	1	2	58	94	152
21.....	14	5	12	7	42	60	22	34	90	106	196	—	—	—	90	106	196
Total..	958	1,230	623	936	553	824	253	359	2,387	3,349	5,736	286	323	609	2,673	3,672	6,345

78.—Saskatchewan Collegiate Institutes and High Schools—Classification according to Residence, 1923

78.—Instituts collégiaux et hautes écoles de la Saskatchewan—Classification selon la résidence, 1923

Pupils—Elèves	Half year ended Dec. 31, 1923						Half year ended June 30, 1923					
	Semestre terminé le 31 déc. 1923						Semestre terminé le 30 juin 1923					
	Grade VIII — Degré VIII	First Year — 1ère année	Second Year — 2e année	Third Year — 3e année	Fourth Year — 4e année	Total	Grade VIII — Degré VIII	First Year — 1ère année	Second Year — 2e année	Third Year — 3e année	Fourth Year — 4e année	Total
Resident—Résidents.....	183	1,210	881	635	304	3,213	186	1,186	852	644	329	3,197
Non-resident—Non-résidents.....	74	538	383	425	161	1,581	88	557	393	465	183	1,686
Total.....	257	1,748	1,264	1,060	465	4,794	274	1,743	1,245	1,109	512	4,883

B.=Boys. G.=Girls. T.=Total. G.=Garçons. F.=Filles. T.=Total.

79.—Saskatchewan Collegiate Institutes and High Schools: Non-resident Enrolment (Whole Year)

79.—Instituts collégiaux et hautes écoles de la Saskatchewan: Inscriptions de non-résidents (année entière)

Pupils—Elèves	Grade VIII — Degré VIII	First Year — 1ère année	Second Year — 2e année	Third Year — 3e année	Fourth Year — 4e année	Total
From other Cities, etc.—D'autres villes, etc.....	23	156	118	192	94	583
From rural districts—Des districts ruraux.....	85	494	343	352	114	1,388
Total.....	108	650	461	544	208	1,971

80.—Alberta Schools: Distribution¹ of Pupils in Secondary class-rooms² by Sex, Grade and Age, 192380.—Écoles de l'Alberta: Répartition¹ des élèves dans les classes secondaires² par sexe, degré et âge, en 1923

Age	IX		X		XI		XII		Total		
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	Total
11.....	1	—	—	—	—	—	—	—	1	—	1
12.....	13	8	—	—	—	—	—	—	13	8	21
13.....	81	99	7	8	1	1	—	—	89	108	197
14.....	220	293	41	77	10	4	3	—	274	374	648
15.....	342	402	165	296	46	47	12	2	565	747	1,312
16.....	251	333	223	382	110	158	25	23	609	896	1,505
17.....	90	158	153	233	120	224	42	62	405	677	1,082
18.....	34	45	76	122	96	145	30	64	236	376	612
19.....	7	10	13	26	32	96	30	36	82	168	250
20.....	2	2	12	6	15	24	17	12	46	44	90
21.....	2	5	4	7	18	13	12	11	36	36	72
Total.....	1,043	1,355	694	1,157	448	712	171	210	2,356	3,434	5,790

¹These figures are already included in the tables in previous sections. * Reported from 50 city and town schools.
B.=Boys. G.=Girls. T.=Total. G.=Garçons. F.=Filles. T.=Total.

NOTE.—The information in 78 given for half year, naturally does not tally with the figures classifying the pupils by age, sex and grade given for the whole year. From table 79 and the table of total attendance can be deduced the number of residents for the whole year. Other very important deductions can also be made from these tables. It is interesting to notice that the Third Year (which is also the Matriculation Year) has a larger proportion of non-resident pupils than any other year—even the Fourth Year. This is also slightly true of the proportion of rural non-residents in the Third Year. It is also interesting to notice that the proportion of non-residents from rural districts as compared with non-residents from other cities and towns decreases with advancement in grade.

NOTE.—L'information du tableau 78, étant donnée par semestres, ne correspond pas avec les chiffres de la classification des élèves par âge, sexe et degré pour toute l'année. D'autres déductions très importantes peuvent être faites de ce tableau. Il est intéressant de noter que la troisième année (qui est aussi celle de la matriculation) compte une plus grande proportion d'élèves non-résidents, même plus que la quatrième année. C'est un peu la même proportion d'élèves non-résidents de troisième année dans les écoles rurales. Il est aussi intéressant de noter que la proportion des non-résidents des districts ruraux comparativement aux non-résidents des villes et villages diminue avec l'avancement des degrés.

6.—RURAL SCHOOL ORGANIZATION

6.—ORGANISATION DES ÉCOLES RURALES

81.—Comparative Table of Rural and Urban Schools in eight provinces of Canada, 1933

81.—Relevé comparatif des écoles urbaines et des écoles rurales, dans huit provinces canadiennes, 1933

Provinces	Rural Communities — Campagnes			Urban Communities — Agglomérations urbaines			Provinces
	Schools — Ecoles	Pupils — Elèves	Average Attend- ance — Moyenne de présence	Schools — Ecoles	Pupils — Elèves	Average Attend- ance — Moyenne de présence	
Prince Edward Island.....	412	11,132	6,855	59	6,610	4,908	Ile du Prince-Edouard.
Nova Scotia.....	1,449	40,892	24,729	256	73,566	58,743	Nouvelle-Ecosse.
New Brunswick.....	1,228	34,588	—	140	38,084	—	Nouveau-Brunswick.
Ontario.....	5,957	241,086	156,213	1,186	420,734	319,378	Ontario.
Manitoba.....	1,673	70,492	40,639	433	71,877	58,148	Manitoba.
Saskatchewan.....	—	111,474	70,260	—	82,839	60,239	Saskatchewan.
Alberta.....	—	67,730	44,111	—	80,315	61,253	Alberta.
British Columbia.....	885	44,494	—	159	50,394	9,220	Colombie Britannique.

¹ Second term only—2^{ème} terme seulement.

*Of the pupils in Urban Schools in Ontario the continuation Schools had 8,777 pupils enrolled and 7,234 in average attendance. Of these pupils 4,690 were children of farmers, while 11,096 of the pupils in Collegiate Institutes and High Schools were children of farmers. The continuation schools are situated in villages and may be considered as organized primarily for the purpose of placing secondary education within the reach of rural communities; again a large number of the children of agriculturists in Collegiate Inst. and High Schools are probably from adjoining rural communities and not necessarily boarding away from home in the towns and cities where these institutions are situated. The same may be said of the pupils in public and separate village schools, and, to some extent, in High Schools in cities. The number of pupils in these village Schools was 29,521 and in town Schools, 162,223. The proportion of rural children who must be attending urban centers may be estimated from the census figures of 1921 taken in conjunction with the report of the Dept. of Education for the same year. According to the census figures, of all persons attending any schools, 42 p.c. were from rural communities. According to the report of the Dept. of Education for the same year, of all persons attending, 36 p.c. were in attendance at rural schools. Roughly therefore 6 out of 42 or over 14 p.c. of the rural pupils were in attendance in urban schools. There were also in the neighbourhood of 600 graded schools in rural centers.

² Dans les écoles urbaines de l'Ontario, les écoles de continuation ont 8,777 inscriptions avec une fréquentation moyenne de 7,234. De ces élèves, 4,690 étaient fils ou filles de cultivateurs, tandis que 11,096 élèves des instituts collégiaux et des hautes écoles étaient aussi fils ou filles de cultivateurs. Les écoles de continuation sont dans les villages et ont pour objet essentiel de mettre l'enseignement secondaire à la portée des communautés rurales. Un grand nombre des élèves des instituts collégiaux et des hautes écoles viennent probablement des districts ruraux voisins et ne sont pas nécessairement des pensionnaires dans les villes ou les villages où se trouvent les écoles. Il en est de même des écoles publiques ou séparées des villages et même des villes, et jusqu'à un certain point, dans les hautes écoles des villes. Le nombre d'élèves dans les écoles de village était de 29,521, et dans les écoles de villes, de 162,223. La proportion d'élèves des districts ruraux fréquentant les écoles urbaines doit être déterminée d'après le recensement de 1921 comparé avec le rapport du ministère de l'Instruction Publique de la même année. D'après le recensement de la population scolaire, 42 p.c. de tous les élèves et étudiants étaient des districts ruraux, et suivant le rapport du ministère de l'Instruction Publique, 36 p.c. de tous les élèves se trouvaient dans les écoles rurales. Or, 6 sur 42 donne un peu plus de 14 p.c. d'élèves des districts ruraux fréquentant les écoles urbaines. Il y avait aussi environ 600 écoles à classes multiples dans les centres ruraux.

82.—Rural, Municipal, Consolidated and Other Rural Graded Schools in Canada, 1923

82.—Écoles des municipalités rurales, écoles centralisées et autres à classes multiples, 1923

	Rural Municipal Districts			Consolidations not in rural municipal districts							Rural graded schools not already included		
	District municipal rurales			Centralisation non dans municipalités rurales							Écoles rurales à classes multiples non énumérées ailleurs		
	Man.	B.C. C.B.	N.B. N.-B.	Ont.	Man.	Sask.	Alta.	B.C. C.B.	N.B. N.-B.	Man.	Alta.	B.C. C.B.	
Number.....	1	27	4	29	110	39	68	2	114	201	46	-	
Number of original districts or sections.	-	127	-	76	-	-	217	11	-	-	46	-	
Number of Schools—Graded.....	4	118	4	26	104	35	50	2	114	201	46	113	
Number of pupils.....	446	25,732	710	3,361	14,670	4,187	18	934	13,592	11,678	3,425	9,338	
Average attendance.....	332	21,977	571	2,689	10,412	3,004	6,722	820	10,340	-	2,290	-	
No. of Graded Classrooms.....	17	655	20	106	423	109	167	26	346	450	99	297	
No. of pupils in Graded Class-rooms.	414	23,605	740	3,270	14,607	4,031	6,201	934	13,592	-	3,425	9,338	
No. of pupils conveyed.....	-	400	237	1,353	4,000	1,954	2,740	80	85	-	-	100	
Number employing medical, den- tal or nurse attendance.	-	6	-	2	-	-	-	2	-	-	-	4	
Number using full or part time of a specialist in:—													
Agriculture.....	-	7	-	14	1	-	-	2	-	-	-	1	
Manual training.....	-	16	4	4	9	-	-	1	1	-	-	1	
Domestic Science.....	-	9	4	13	5	-	-	1	-	-	-	1	
Number providing a Special Com- munity Hall.....	-	-	-	13	5	-	-	-	-	-	-	-	
Number operating School Gardens	-	11	-	11	-	30	-	1	40	-	-	11	

- Nombre.
Districts ou sections.113 Écoles à classes multiples.
à classe unique.9,338 Nombre d'élèves.
Moyenne d'assiduité.297 Nombre de classes.
Nombre d'élèves.100 Nombre d'élèves transportés.
Nombre de ceux traités par méde-
cin, dentiste, infirmière, etc.4 Nombre nécessitant un spécialiste
en permanence ou à intervalles,
étudiant—1 Agriculture.
Apprentissage industriel.1 Sciences ménagères.
Sciences pourvues d'une salle spé-
ciale de réunion.

11 Nombre avec jardins scolaires.

83.—Manitoba Schools: Comparative figures for Consolidated and Rural Ungraded Schools, 1923

83.—Écoles du Manitoba: Chiffres comparatifs entre les écoles centralisées et écoles à classe unique, 1923

	Consolidated schools — Ecoles centralisées	Ungraded schools — Ecoles à classe unique		Consolidated schools — Ecoles centralisées	Ungraded schools — Ecoles à classe unique
P.c. of enrolment above the age of 14 years—P.c. d'élèves inscrits au-dessus de 14 ans.....	24.4	13.1	Median Grade of boys at the age of 13 years—Degré moyen de garçons à l'âge de 13 ans.....	6.61	5.70
P.c. of enrolment of boys above the age of 14 years—P.c. de garçons inscrits au-dessus de 14 ans.....	22.7	13.7	P.c. of enrolment 7 to 13 years retarded 1 year—P.c. inscrits de 7-13 ans retardé d'un an.....	24.5	26.1
P.c. of enrolment beyond Grade VI—P.c. inscrits au-dessus de degré VI.....	27.2	10.5	P.c. of enrolment retarded 2 years—P.c. inscrits retardé de 2 ans.....	9.1	12.1
P.c. of enrolment of boys beyond Grade VI—P.c. de garçons inscrits au-dessus de degré VI.....	24.2	9.3	P.c. of enrolment retarded 3 years or more—P.c. inscrits retardé de 3 ans ou plus.....	4.4	11.6
Median Grade at the age of 7 years—Degré moyen à l'âge de 7 ans.....	1.66	1.63	Total p.c. retarded—Total p.c. retardé.....	38.0	49.8
Median Grade at the age of 8 years—Degré moyen à l'âge de 8 ans.....	2.43	2.09	P.c. of enrolment 7 to 13 years accelerated 1 year—P.c. inscrits de 7 à 13 ans avancé d'un an.....	17.8	12.6
Median Grade at the age of 9 years—Degré moyen à l'âge de 9 ans.....	3.15	2.90	P.c. of enrolment 7 to 13 years accelerated 2 years—P.c. inscrits de 7 à 13 ans avancé de 2 ans.....	4.9	2.8
Median Grade at the age of 10 years—Degré moyen à l'âge de 10 ans.....	4.24	3.64	P.c. of enrolment 7 to 13 years accelerated 3 years or more—P.c. inscrits de 7 à 13 ans avancé de 3 ans ou plus.....	0.8	0.4
Median Grade at the age of 11 years—Degré moyen à l'âge de 11 ans.....	5.04	4.41	Total p.c. accelerated—Total p.c. avancé.....	23.5	15.8
Median Grade at the age of 12 years—Degré moyen à l'âge de 12 ans.....	6.00	5.12	Median age of Grade VIII—Age moyen du degré VIII.....	14.36	14.58
Median Grade at the age of 13 years—Degré moyen à l'âge de 13 ans.....	6.89	5.92	Median age of Grade IX—Age moyen du degré IX.....	15.34	15.37
Median Grade at the age of 14 years—Degré moyen à l'âge de 14 ans.....	8.26	6.59			
Median Grade 5 to 21 years—Degré moyen à l'âge de 5 à 21 ans.....	4.71	3.52			

84.—Rural Municipality Schools in British Columbia, Statistics of, since the year of their organization (1906)

84.—Écoles des municipalités rurales de la Colombie Britannique, statistiques depuis leur fondation en 1906

Year — Année	Number of Schools — Ecoles	Number of Divisions — Classes	Enrolment			Daily Average Attendance — Fréq. moyenne		Graded Schools — Ecoles à classes multiples		
			B. — G.	G. — F.	Total	Actual Number — Nombre	P.c. of enrolment — P.c.	Number of Schools — Ecoles	Number of Divisions — Classes	Number of Pupils — Elèves
1906.....										
1907.....	127	158	2,958	2,717	5,675	3,369	59.3	21	52	2,264
1908.....	131	165	3,157	2,914	6,071	3,795	62.4	22	56	2,425
1909.....	139	233	3,652	3,372	7,024	4,531	64.0	32	92	3,692
1910.....	155	233	4,090	3,771	7,861	5,196	66.1	37	113	4,402
1911.....	153	263	4,879	4,493	9,372	6,252	66.7	44	154	6,181
1912.....	155	315	5,747	5,427	11,174	7,949	71.1	49	206	8,173
1913.....	162	382	7,031	6,542	13,573	10,119	74.5	62	280	10,603
1914.....	181	452	7,812	7,342	15,154	11,994	78.8	75	343	12,126
1915.....	190	472	8,034	7,724	15,758	13,031	82.6	89	369	13,190
1916.....	191	478	7,870	7,480	15,350	12,215	79.5	90	377	12,399
1917.....	194	478	7,755	7,550	15,305	12,259	80.0	90	373	12,753
1918.....	198	502	8,201	8,081	16,282	13,013	79.9	91	394	13,880
1919.....	193	522	9,036	8,833	17,869	14,084	78.6	96	422	15,431
1920.....	182	557	10,028	9,636	19,724	15,250	77.3	96	471	17,776
1921.....	183	609	11,521	10,801	22,322	16,972	76.0	103	507	20,062
1922.....	180	678	12,641	11,730	24,371	20,906	85.8	114	597	22,252
1923.....	197	734	12,287	13,446	25,733	21,977	85.6	118	655	23,605

84.—Rural Municipality Schools in British Columbia, Statistics of, since the year of their organization, (1906)—Con
84.—Écoles des Municipalités rurales de la Colombie Britannique, statistiques depuis leur fondation en 1906—Fin

Year Année	Grade of Pupils Elèves des degrés						Special Subjects Taken Matières spéciales enseignées			
	I	II	III-IV	V-VI	VII-VIII	IX-X	Manual Training Travaux manuels		Domestic Science Science ménagère	
							No. of Divisions Classes	No. of Pupils Elèves	No. of Divisions Classes	No. of Pupils Elèves
1906.....										
1907.....	1,205	1,142	876	1,025	1,427	-	-	-	9	168
1908.....	1,296	1,373	870	1,067	1,465	-	-	-	9	211
1909.....	1,425	1,513	876	1,287	1,823	-	-	-	2	76
1910.....	1,681	1,734	1,036	1,502	1,908	-	-	-	8	174
1911.....	2,090	2,144	1,196	1,749	2,193	-	-	-	1	8
1912.....	2,646	2,536	1,537	2,089	2,293	73	1	22	2	55
1913.....	2,991	3,411	2,085	2,583	2,462	41	23	1,013	5	144
1914.....	3,145	3,557	2,446	3,317	2,622	67	34	1,407	12	930
1915.....	2,907	3,639	2,594	3,683	2,892	43	56	1,744	33	1,337
1916.....	2,614	3,291	2,537	3,824	2,983	91	58	1,863	51	1,670
1917.....	2,743	2,750	2,787	3,864	3,062	99	82	2,199	68	2,286
1918.....	2,873	2,810	2,766	4,597	3,142	94	172	2,482	154	2,460
1919.....	3,525	3,068	2,982	4,889	3,348	57	178	2,668	156	2,677
1920.....	3,833	3,315	3,228	5,389	3,920	39	165	2,653	155	2,667
1921.....	3,949	4,122	3,617	6,074	4,545	11	191	3,130	186	3,245
1922.....	4,076	4,126	4,209	6,622	5,313	29	210	3,580	189	3,337
1923.....	4,137	4,034	4,260	7,245	5,986	-	228	3,521	192	3,412

7.—VOCATIONAL AND OTHER MANUAL EDUCATION

7.—ENSEIGNEMENT DES TRAVAUX MANUELS

85.—Agricultural Education in Canada, 1923—Enseignement agricole au Canada, 1923

Province	Work taken with Ordinary School Grades — Dans écoles primaires	Agricultural Schools with other than Colleges — Ecoles normales agricoles autres que collèges	Short courses at Universities and Colleges — Cours abrégés	Correspondence — Correspondance	Teacher-training schools — Ecoles de formation des instituteurs	Regular College courses — Cours de collège réguliers	Gardens		School Fairs — Expositions scolaires	Boys' and Girls' Clubs — Clubs de garçons et filles	Province
							Jardins				
							Home	school			
							Individuels	Scolaires			
P.E.I.—											I.P.-E.—
No. of Centres.....	—	—	—	—	1	—	—	—	50	—	No. de centres.
No. of Institutions or classes.	148 ¹	1	—	—	4	—	500	—	262	15	No. d'institutions ou classes.
No. of Instructors.M.	—	1	—	—	—	—	—	—	—	—	H No. d'instituteur
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	1	—	—	—	—	—	—	—	—	T.
No. of Pupils.....	11,454 ¹	15	—	—	120	—	1,500	—	6,986	140	No. d'élèves.
N.S.—											N.-E.—
No. of Centres.....	—	—	—	—	1	—	—	—	240	—	No. de centres.
No. of Institutions or classes.	—	14 ¹	1	—	—	1	4,000	80	—	12	No. d'institutions ou classes.
No. of Instructors.M.	—	—	—	—	—	—	—	—	—	—	H No. d'élèves.
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	—	—	—	—	—	—	—	—	—	T.
No. of Pupils.....	—	—	—	—	—	—	—	—	—	—	G. No. d'étudiants.
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	3,600 ¹	476	—	200	44	4,000	900	4,000	236	T.
Quebec—											Québec—
No. of Centres.....	—	—	—	—	—	—	—	—	—	—	No. de centres.
No. of Institutions or classes.	—	—	2	—	—	3	—	1,673	—	—	No. d'institutions ou classes.
No. of Instructors.M.	—	—	—	—	—	—	—	—	—	—	H No. d'instituteurs
No. of Pupils.....	—	—	—	—	—	—	—	—	—	—	S. No. d'élèves.
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	—	250	—	—	349	—	35,324	—	—	T.
Ontario—											Ontario—
No. of Centres.....	—	—	—	—	—	—	—	—	—	—	No. de centres.
No. of Institutions or classes.	2,321	41	1	—	—	1	1,389	—	510	17	No. d'institutions ou classes.
No. of Instructors...	—	—	—	—	—	—	—	—	—	—	No. d'instituteurs.
No. of Pupils.....	81,911	1,539	719	—	—	851	1,389	867	125,986	336	No. d'élèves.
Manitoba—											Manitoba—
No. of Centres.....	—	—	—	—	—	—	—	—	—	—	No. de centres.
No. of Institutions or classes.	—	—	1	—	—	1	3,200	—	180	420	No. d'institutions ou classes.
No. of Instructors.M.	—	—	—	—	—	—	—	—	—	—	H No. d'instituteur
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	—	—	—	—	—	—	—	—	—	T.
No. of Pupils.....	—	—	—	—	—	—	—	—	—	—	G. No. d'élèves.
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	—	744	—	—	260	3,200	—	29,000	32,000	T.

85.—Agricultural Education in Canada, 1923—Con.—Enseignement agricole au Canada, 1923—Fin

Province	Work taken with Ordinary School Grades — Dans écoles primaires	Agricultural Schools other than College — Ecoles normales agricoles autres que collèges	Short courses at Universities and Colleges — Cours abrégés	Correspondance — Correspondance	Teacher-training schools — Ecoles de formation — Instituteurs	Regular College courses — Cours de collège réguliers	Gardens — Jardins		School Fairs — Expositions scolaires	Boys' and Girls' Clubs — Clubs de garçons et filles	Province
							Home school				
							Individuels	Scolaires			
Sask.											Sask.—
No. of Centres.....	4,000	—	—	—	8	—	—	1,800	175	33	No. de centres.
No. of Institutions or classes.	4,100	—	—	—	28	1	—	—	—	—	No. d'institutions ou classes.
No. of Instructors..M.	—	—	—	—	—	—	—	—	—	—	H. No. d'instituteurs
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	—	—	—	—	—	—	—	—	—	T.
No. of Pupils.....M.	—	—	—	—	—	—	—	—	—	—	G. No. d'élèves.
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	19,000	—	—	—	1,638	155	—	40,000	27,000	877	T.
Alta—											Alta—
No. of Centres.....	3,119	2	—	1	—	—	—	—	124	—	No. de centres.
No. of Institutions or classes.	—	4	—	—	—	1	—	—	1,500	50	No. d'institutions ou classes.
No. of Instructors..M.	—	—	—	—	—	—	—	—	—	—	H. No. d'instituteurs
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	—	—	—	—	—	—	—	—	—	T.
No. of Pupils.....	21,337	368 ²	—	18	—	87	—	—	20,000	880	No. d'élèves.
B.C.—											C.B.—
No. of Centres.....	—	12	—	—	1	—	—	—	—	—	No. de centres.
No. of Institutions or classes.	—	—	—	—	—	1	50	150	15 ³	—	No. d'institutions ou classes.
No. of Instructors..M.	—	—	—	—	—	—	—	—	—	—	H. No. d'instituteurs
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	—	—	—	—	—	—	—	—	—	T.
No. of Pupils.....M.	—	—	—	—	—	—	—	—	—	—	G. No. d'élèves.
F.	—	—	—	—	—	—	—	—	—	—	F.
T.	—	510	—	—	15 ³	77	600	4,000	—	—	T.

¹1922 figures.—Chiffres de 1922.²In addition to those specified in the table short courses were offered by women's institutes at 440 centres to 6,532 pupils. 440 centres.³The 510 in Agricultural Schools in B.C. were in regular 2 year courses in agriculture, offered at 12 High Schools in the province. The 15 in Teacher Training Schools were in rural science schools at Summer Schools for teachers. The figures for gardens and fairs are those of 1922.⁴Les 510 dans les écoles d'agriculture en C.-B. étaient dans les cours réguliers de deux années donnés dans 12 hautes écoles de la province. Les 15 dans les écoles de formation des institutions étaient dans les écoles de sciences rurales, aux cours d'été pour les instituteurs. Les chiffres des jardins et expositions scolaires sont ceux de 1922.

86.—Quebec Schools, Number of Instructors and pupils or students in Special Vocational Schools, 1923

86.—Écoles de Québec, Nombre d'instituteurs et élèves dans écoles pratiques, 1923

Institutions	Instructors — Instituteurs	Other employees — Autres employés	Enrolment	Average Attendance — Présence moyenne	Certificates granted — Diplômes accordés	Institutions
Technical Schools:						Ecoles techniques:
Day Classes.....	—	—	733	—	41	Cours du jour.
Night Classes.....	—	—	1,201	895	157	Cours du soir.
Special Day Classes.....	—	—	192	162	66	Cours spéciaux.
Total.....	32	53	2,126	1,057	264	Total.
Schools of Higher Commercial Studies:						Ecoles des Hautes études Commerciales:
Day Classes.....	—	—	121	112	—	Cours du jour.
Night Classes: reg.	—	—	52	40	—	Cours du soir: rég.
“ others.....	—	—	243	183	—	“ autres.
Total.....	26	—	421	335	14	Total.
Agricultural Schools:						Ecoles d'agriculture:
Regular Course.....	—	—	168	154	—	Cours réguliers.
Practical Course.....	—	—	124	124	—	Cours pratiques.
Partial Course.....	—	—	9	9	—	Cours partiels.
Winter Course.....	—	—	18	17	—	Cours d'hiver.
Short or Special.....	—	—	250	245	—	Cours abrégés.
Total.....	86	143	569	528	32	Total.
Dairy School:						Ecoles laitières:
English Course (Dec.).....	—	—	9	—	—	Cours anglais (Déc.)
French Course (Jan. Feb. March and April).....	—	—	435	—	—	Cours français (Janv. fév. mars et avril).
Inspectors' course.....	—	—	17	—	—	Cours des inspecteurs.
Total.....	9	9	4,611	—	416	Total.
Domestic Science Schools.....	—	—	10,448	—	—	Ecoles ménagères.
School Gardens.....	—	—	35,324 ⁴	—	—	Jardins scolaires.
Night Schools.....	178	—	5,661	3,210	—	Ecoles du soir.
Schools of Arts and Trades.....	—	—	3,331	1,487	—	Ecoles des arts et métiers.
Dress-cutting and making Schools.....	—	—	2,339	1,643	—	Ecoles de coupe et de couture.

¹1,673 gardens—1,673 jardins.

87.—Ontario Schools: Number of Pupils or Students in Vocational Schools or taking special cultural subjects in ordinary Schools, 1922-23

87.—Écoles d'Ontario: Nombre d'élèves suivant les cours manuels, 1922-23

A. PUPILS INCLUDED WITH THE ENROLMENT IN ORDINARY DAY SCHOOLS

A. ÉLÈVES COMPRIS AVEC L'INSCRIPTION DES ÉCOLES ORDINAIRES DU JOUR

	Agriculture	Manual Training — Travaux manuels	Household Science — Science ménagère	Commercial Subjects — Matières com- merciales	
Public Schools:					Ecoles publiques:
Rural Schools.....	54,110	16,568	8,491	224	Ecoles rurales.
City Schools.....	9,947	97,736	63,126	1,954	Ecoles des cités.
Town Schools.....	4,523	7,308	3,037	—	Ecoles des villes.
Village Schools.....	3,228	1,451	610	38	Ecoles des villages.
Total.....	71,818	123,063	75,264	2,216	Total.
R. C. Separate Schools:					Ecoles Séparées Catholiques:
Rural Schools.....	2,406	504	369	8	Ecoles rurales.
City Schools.....	3,632	3,341	2,022	385	Ecoles des cités.
Town Schools.....	1,479	882	40	53	Ecoles des villes.
Village Schools.....	337	—	109	24	Ecoles des villages.
Total.....	7,854	4,727	2,540	475	Total.
Total Schools:					Total:
Rural Schools.....	56,516	17,072	8,860	232	Ecoles rurales.
City Schools.....	13,579	101,077	65,148	2,339	Ecoles des cités.
Town Schools.....	6,002	8,190	3,077	58	Ecoles des villes.
Village Schools.....	3,575	1,451	719	62	Ecoles des villages.
Continuation Schools.....	373	—	97	80	Ecoles de continuation.
High Schools.....	1,292	205	347	397	"High Schools".
Collegiate Institutes.....	574	3,092	3,082	1,663	Instituts collégiaux.
Total.....	81,911	131,087	81,330	4,831	Total.

B. SCHOOLS WITH CLASSES IN AGRICULTURE—ÉCOLES ENSEIGNANT L'AGRICULTURE

	Number of Schools — Nombre d'écoles	Number of home Gardens — Nombre de jardins individuels	Number of school Gardens — Nombre de jardins scolaires	
Ungraded Public Schools.....	1,874	1,241	633	Ecoles publiques à classe unique.
Ungraded Separate Schools.....	84	45	39	Ecoles séparées à classe unique.
Graded Public Schools.....	261	130	131	Ecoles publiques à classes multiples.
Graded Separate schools.....	69	29	40	Ecoles séparées à classes multiples.
High Schools.....	33	—	24	"High Schools".

C. PUPILS OR STUDENTS NOT INCLUDED WITH ENROLMENT IN ORDINARY DAY SCHOOLS

ÉLÈVES NON COMPRIS AVEC L'INSCRIPTION DANS LES ÉCOLES ORDINAIRES DU JOUR

	M.-H.	F.	T.	
Vocational Schools:				Ecoles de travaux manuels:
Day pupils, full time.....	3,688	3,299	6,987	Elèves du jour, temps complet.
Day pupils, part time.....	494	494	988	Elèves du jour, en partie.
Day pupils, specials.....	265	1,162	1,427	Elèves du jour, spécial.
Total.....	4,447	4,955	9,402	Total.
Evening pupils.....	15,125	18,386	33,511	Elèves du soir.
Night Elementary Schools.....	—	—	2,263	Ecoles élémentaires du soir.
Night High Schools.....	—	—	1,709	Ecoles secondaires du soir.

8.—SCHOOL HYGIENE AND SPECIAL EDUCATION 8.—HYGIÈNE SCOLAIRE ET ENSEIGNEMENT SPÉCIAL

90.—Schools for the Blind and Deaf in Canada: Number of Pupils by Provinces, 1923

90.—Écoles canadiennes pour les aveugles et les sourds: Nombre d'élèves par provinces en 1923

Place of Residence of Pupils	Location of Schools—Situation des écoles										Province ou pays dont les élèves sont origi- naires.	
	For the deaf—Des sourds					For the Blind—D'aveugles						
	N.S. N.-E.	Que. Qué.	Ont. Ont.	Man. Man.	B.C. C.B.	Total	N.S. N.-E.	Que. Qué.	Ont. Ont.	B.C. C.B.		Total
Newfoundland.....	17	—	—	—	—	17	12	—	—	—	12	Terre-Neuve.
Prince Edward Island.	6	—	—	—	—	6	3	—	—	—	3	Ile du Prince-Edouard.
Nova Scotia.....	79	—	—	—	—	79	93	—	—	—	93	Nouvelle-Ecosse.
New Brunswick.....	35	—	—	—	—	35	35	—	—	—	35	Nouveau-Brunswick.
Quebec.....	—	461	—	—	—	461	1	160	—	—	161	Québec.
Ontario.....	—	—	354	—	—	354	—	—	102	—	102	Ontario.
Manitoba.....	—	—	—	82	—	82	—	—	32	—	32	Manitoba.
Saskatchewan.....	—	—	—	46	—	46	1	—	21	—	22	Saskatchewan.
Alberta.....	—	—	—	36	—	36	—	—	18	—	18	Alberta.
British Columbia.....	—	—	—	—	58	58	—	—	—	12	12	Colombie Britannique.
Total.....	137	461	354	164	58	1,174	145	160	173	12	490	Total.

91.—Medical Inspection of Schools in Canada, 1922-1923—Inspection médicale des écoles canadiennes, 1922-23

Province	Number of Inspectors — Nombre des inspecteurs				No. of Clinics — Nomb. de cliniques	No. of Pupils Inspected — Nomb. d'élèves examinés	No. free from defects — Nomb. sans défectuosités	No. recommended for treatment — Nomb. recommandé pour traitement	No. treated — Nomb. de traités	Province
	Medical — Médecins	Dental — Dentistes	Nurse — Infirmiers	Psycho- paths						
	14	16	15	16						
Pr. Ed. Island....	—	—	—	—	—	2,802	1 437	—	1	Ile du Pr.-Ed.
Nova Scotia.....	—	—	—	—	—	2 61,568	38,549	23,019	—	Nouv.-Ecosse.
New Brunswick..	6	—	4 8	5	6 9	44,247	7 11,625	8 24,281	9	N.-B.
Quebec.....	—	—	—	—	—	—	—	—	—	Québec.
Ontario.....	5	10	—	12	2	11 15,281	4 1,87	8 3,25	12 3,565	Ontario.
Manitoba.....	13 6	14 6	15 44	16 1	17 17	13 43,104	19 16,032	19 13,232	19 5,125	Manitoba.
Saskatchewan....	—	—	—	13	20 8	45,737	13,873	31,864	11,440	Saskatchewan.
Alberta.....	21 7	3	19	1	5	26,433	11,450	14,865	13,500	Alberta.
Brit. Columbia..	123	6	47	—	18	72,148	22	—	22	Colombie Brit.

¹ That is, defects other than teeth. The work is carried on by the Red Cross Society. The Junior Red Cross during the year provided glasses for 25 children with defective vision. They (the J.R.C.) are also making arrangement to have crippled children treated and provided with Orthopaedic appliances. ² Of these, 11,074 were in rural schools, 6,479 in village, and 44,015 in towns and city schools. Of the cases reported for treatment, 4,748 were in rural schools, 2,884 in village, and 15,387 in town and city schools. ³ Medical inspection in the schools of N.B. is under the control of the Dept. of Health and under the immediate supervision of the chief medical officer of that Dept. ⁴ 2 whole; 6 part time. ⁵ 1 being appointed. ⁶ 4 regular; 5 travelling. ⁷ That is, normal. ⁸ Notices sent. ⁹ No accurate figures as yet but some thousand by clinics and private practitioners. ¹⁰ Position not at present filled. ¹¹ By Dept. Physician. These figures for Ont. do not include the work done in the municipalities carrying on this service throughout the province. For supplementary information in connection with these municipalities, see table 92. ¹² Not including dental corrections. ¹³ 1 full time and 3 half time physicians and 2 part time oculists in Winnipeg. ¹⁴ In Winnipeg. ¹⁵ 14 in Winnipeg; 30 in rural and suburban districts. ¹⁶ In Winnipeg. ¹⁷ Outside of Winnipeg; in Winnipeg a number of clinic establishments is provided. Clinical work is provided for in Free Departments of all hospitals in cases where parents are unable to pay. No special school clinics are established. ¹⁸ Of these, 17,150 were in Winnipeg schools, 7,481 being new pupils; 2,869 being pupils previously normal re-examined and 6,800 being pupils previously defective re-examined. In addition there were 140,192 routine inspections by nurses; 25,979 inspection by nurses and medical officers, but the number of individuals examined in this way are not reported. There were also 243 clinics held by oculists and 799 examinations made, of which 626 were new examinations; there were also 7,784 children examined by dental officers, of these children 6,727 required treatment. There were 4,907 cases for treatment started and 3,725 completed. ¹⁹ Out of the 25,954 in rural and suburban districts, see also note 18. ²⁰ 8 tonsils and adenoid clinics held during the year by Junior Red Cross. ²¹ 6 full time and 1 half time. ²² No definite figures available. It is evident however that defectives are treated on a large scale.

¹ Autres que dentition défectueuse. Cet ouvrage est accompli par la Red Cross Society. La Junior Red Cross a fourni, durant l'année, des lunettes à 25 enfants à la vue défectueuse, elle se préoccupe aussi des enfants infirmes et leur fournira bientôt le traitement et les appareils orthopédiques nécessaires. ² De ce nombre, 11,074 étaient dans les écoles rurales, 6,479 dans les villages et 44,015 dans les écoles des villes et des cités. Parmi les écoliers qui ont nécessité un traitement, 4,748 étaient des écoles rurales; 2,884, des écoles de villages et 15,387 dans les écoles des villes et des cités. ³ L'inspection médicale des écoles du N.-B. est sous le contrôle du Dépt. de la Santé et sous la surveillance immédiate du médecin qui dirige ce service. ⁴ 2 en permanence; 6 partiellement. ⁵ 1 officiellement nommé. ⁶ Dont 4 régulières et 5 ambulantes. ⁷ Normaux. ⁸ Avis envoyés. ⁹ Il n'existe pas de chiffres exacts, mais on sait que quelques milliers sont traités dans les cliniques et chez les praticiens. ¹⁰ Position actuellement vacante. ¹¹ Par le médecin du Dépt. Ces chiffres d'Ont. n'embrassent pas le travail accompli dans les municipalités qui poursuivent ce service par toute la province. Pour plus de détails au sujet des municipalités, voir tableau 92. ¹² Non compris prothèse dentaire. ¹³ Dont 1 en permanence, 3 la moitié de leur temps et 2 oculistes partiellement employés. ¹⁴ A Winnipeg. ¹⁵ 14 à Winnipeg; 30 dans les districts ruraux et les alentours. ¹⁶ A Winnipeg. ¹⁷ En dehors de Winnipeg; à Winnipeg, il existe un certain nombre de cliniques où les malades reçoivent les soins gratuitement, dans les salles publiques de tous les hôpitaux, quand les parents sont incapables de payer. Nulle clinique scolaire n'est établie. ¹⁸ De ceux-ci, 17,150 étaient dans les écoles de Winnipeg, 7,481 étant de nouveaux élèves; 2,869 étaient des élèves, tout d'abord considérés normaux, réexaminés et 6,800 élèves, d'abord anormaux, réexaminés. De plus, on compte 140,192 inspections de routine faites par des infirmières; 25,979 inspections par des infirmières et des médecins; mais comme il est plutôt tenu compte du nombre des inspections que de celui des écoliers le nombre de ces derniers reste inconnu. Il y eut aussi 243 cliniques tenues par des oculistes qui ont fait 799 examens, de ces examens 626 l'étaient pour la première fois; enfin 7,784 enfants avaient été examinés par des dentistes, de ceux-ci 6,727 nécessitaient des traitements. Le traitement de 4,907 écoliers a été commencé et celui de 3,725 complété. ¹⁹ Des 25,954 dans les districts ruraux et suburbains, voir aussi note 18. ²⁰ Durant l'année, la Junior Red Cross a tenu ces 8 cliniques pour les amygdales et les adénoïdes. ²¹ Dont 6 en permanence et 1 la moitié de son temps. ²² Il n'existe pas de chiffres définitifs. Il est évident toutefois que les défectuosités sont traitées sur une grande échelle.

492.—Ontario Schools: Medical Inspection, Calendar Year, 1922—Écoles d'Ontario: Inspection médicale, année civile 1922

Description	Public Schools Ecoles publiques					Separate Schools Ecoles séparées					Total				Description				
	City Cités		Town Villes		Village	Rural Rurales		City Cités		Town Villes		Village	Rural Rurales			City Cités		Town Villes	
	Rural Rurales																		
No. of units ¹	50	24	139	153	27	23	72	19	77	47	211	172	Nombre d'unités. ¹						
No. of schools.....	5,568	315	253	153	389	145	103	19	5,957	460	356	172	Nombre d'écoles.						
No. of pupils.....	220,241	194,964	73,677	24,057	20,845	42,974	22,863	1,864	241,086	237,938	96,550	25,923	Nombre d'élèves.						
No. of units with medical inspection.....	22	—	—	14	10	6	9	3	32	6	9	17	Nombre d'unités avec inspection.						
No. of schools with medical inspection.....	379	161	36	14	20	78	10	3	399	239	46	17	Écoles avec inspection par médecin et infirmière.						
No. of units with med. and nurse insp.....	11	—	—	3	1	6	5	1	12	6	5	4	Unités avec inspection par médecin et infirmière.						
No. of schools with med. and nurses insp.....	90	161	23	3	1	92	6	1	91	253	29	4	Écoles avec inspection par médecin et infirmière.						
No. of units with nurse inspection only.....	18	—	—	17	3	3	14	—	21	3	14	17	Unités avec inspection par infirmière.						
No. of schools with nurse inspection only.....	250	132	87	17	3	10	16	—	262	142	103	17	Écoles avec inspection par infirmière.						
No. of nurses employed.....	62	48	46	16	2	27	18	1	64	75	64	17	Nombre d'infirmières.						
No. of units with dental inspection.....	13	—	—	8	3	6	3	16	3	16	5	11	Unités avec inspection par dentiste.						
No. of schools with dental inspection.....	69	207	32	8	3	93	5	3	72	300	37	11	Écoles avec inspection par dentiste.						

Counties in the case of rural schools; cities, etc., in the case of other schools--Comtés dans le cas d'écoles rurales; cités, etc., dans le cas d'écoles urbaines.

93.—Distribution of 2,058 Juvenile Delinquents according to Age, Sex and Grade, 1922.—Distribution des 2,058 jeunes délinquants suivant l'âge, le sexe et le degré, 1922

Age	Elementary Grades—Degrés élémentaires								Second-ary Grades Degrés secondaires	Total
	I	II	III	IV	V	VI	VII	VIII		
7.....	28	9	1	1	—	—	—	—	—	39
8.....	20	45	23	3	1	—	—	—	—	92
9.....	8	47	56	27	9	—	—	1	—	148
10.....	7	30	62	77	35	14	4	2	—	231
11.....	4	21	39	66	69	38	14	2	—	253
12.....	4	10	26	72	115	96	36	19	2	380
13.....	2	1	17	33	63	91	71	40	6	324
14.....	4	2	16	28	33	76	84	33	19	333
15.....	1	3	13	15	26	43	39	74	44	258
Total.....	78	168	253	322	351	358	235	222	71	2,053

94.—Distribution of Pupils in one Private School, ages 8 to 15 by age and grade, 1923
94.—Répartition des élèves dans une école privée entre 8 et 15 ans, par âge et par degré, 1923

Age	Elem. Grades—Degrés élém.				Sec. Grades—Degrés sec.				Total		
	V	VI	VII	VIII	IX	X	XI	XII	Ele-Elé.	Sec-Sec.	Total
8.....	1	—	—	—	—	—	—	—	1	—	1
9.....	8	2	—	—	—	—	—	—	10	—	10
10.....	23	14	1	1	—	—	—	—	39	—	39
11.....	5	22	10	4	2	—	—	—	41	2	43
12.....	—	9	11	25	9	2	—	—	45	11	56
13.....	—	—	14	26	29	7	—	—	40	38	78
14.....	—	—	1	21	25	25	11	1	22	62	84
15.....	—	—	—	4	14	24	31	4	4	73	77
Total.....	37	47	37	81	79	58	44	5	202	186	388

95.—Junior Red Cross in Canada: Statistics, 1923—Croix Rouge des Jeunes au Canada: Statistiques, 1923

Province	No. of Branches Nombre de sections	Member-ship Membres	Cases treated through the Crippled Children's Fund Cas intéressants le Fonds des enfants infirmes	Dental Cases treated Affections dentaires traitées	Other Types of Service Autres actes de bienfaisance
British Columbia—Colombie Britannique	65	1,500	11	4	Making garments for needy children—Vêtements pour enfants nécessiteux. Japanese Relief (\$3,962.68)—Fonds de secours japonais (\$3,962.68).
Alberta.....	800	15,000	494	16	Working for Junior Red Cross Hospital in Calgary—Travaux pour le Junior Red Cross Hospital, de Calgary.
Saskatchewan.....	1,200	42,000	1,466	6,087	Making garments for needy children—Vêtements pour petits pauvres.
Manitoba.....	120	2,500	382	900	Making garments for needy children—Vêtements pour petits pauvres.
Ontario.....	515	15,654	16	—	Northern Fire Relief—Secours aux victimes de l'incendie du nord. Japanese Relief (\$7,813.89)—Secours aux Japonais (\$7,813.89).
Quebec.....	50	1,804	157	45	Collections for Children's Hospitals and for local needs—Quêtes pour hôpitaux des enfants, etc. 9 children sent to Fresh Air Camps—9 enfants envoyés au Fresh Air Camp. Garments made for needy children—Vêtements pour enfants nécessiteux.
New Brunswick—Nouveau-Brunswick.	90	2,406	4	—	Japanese Relief (\$7.10)—Secours aux Japonais (\$7.10) Clothing, toys, scrap books, etc., for sick children—Vêtements, jouets, livres, etc., pour enfants malades.
Nova Scotia—Nouvelle-Ecosse.	165	4,100	12	1	Japanese Relief (\$180.74)—Secours aux Japonais (\$180.74).
Prince Edward Island—Île du Prince-Edouard.	46	764	44	—	Providing cheer for children in hospital—Amusements pour enfants des hôpitaux. Japanese Relief (\$231.60)—Secours aux Japonais (\$231.60).
Total.....	3,051	85,728	2,586	7,053	Japanese Relief (\$163.13)—Secours aux Japonais (\$163.13).

Orthopaedic cases—Affections orthopédiques..	688	Tonsils and Adenoid operations—Opérations des amygdales et des adénoïdes.....	981
Glasses fitted—Lunettes ajustées.....	337	Dental cases—Cas dentaires.....	1,053
Other cases—Autres cas.....	540		

96.—Girl Guides in Canada, by Provinces, 1923—Girl Guides au Canada, par provinces, 1923

Province	Active companies and Packs			Active Guides, Guiders (including Brown Owls) and Comm'rs				
	Guide Co's Compagnies de Guides	Brownie Packs Escouades de Brownies	Ranger Co's Compagnies de Rangers	Guides	Brownies	Rangers	Guiders	Comm'rs
P.E.I.—I.P.—E.....	2	—	—	63	—	—	2	—
N.S.—N.—E.....	24	7	3	634	172	38	26	3
N.B.—N.—B.....	14	4	—	240	80	—	15	1
Que.—Qué.....	40	13	1	1,080	355	12	45	1
Ont.....	196	53	8	5,000	1,047	160	200	48
Man.....	22	9	2	575	214	37	21	4
Sask.....	46	11	—	734	306	—	28	4
Alta.....	17	7	—	240	157	—	18	3
B.C.—C.B.....	45	18	2	1,000	413	12	61	11
Total.....	406	122	16	9,566	2,744	259	416	75

NOTE.—These figures for the Guides, Brownies, and Rangers are only approximate. The figures for Guiders give only those who hold a warrant from Canadian Headquarters.
NOTA.—Ces chiffres des Guides, Brownies et Rangers ne sont qu'approximatifs. Les chiffres des Guiders représentent seulement celles qui ont été officiellement nommées par les quartiers généraux canadiens..

97.—Boy Scouts in Canada by Provinces—Boy Scouts au Canada, par provinces

Province	Number of Wolf Cubs, 1917-23							Number of Boy Scouts, proper, 1914-23									
	Nombre de Wolf Cubs, 1917-23							Nombre de Boy Scouts proprement dits, 1914-23									
	1917	1918	1919	1920	1921	1922	1923	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
P.E. Island—Ile du P.-Edouard.....	—	—	—	—	—	—	84	100	109	102	120	200	150	216	216	125	276
Nova Scotia—Nouvelle-Ecosse.....	—	48	163	166	319	330	662	200	821	747	1,104	819	832	1,186	1,835	2,353	2,404
New Brunswick—Nouveau-Brunswick....	—	—	37	84	217	581	785	323	858	893	1,064	713	803	1,013	810	950	1,144
Quebec—Québec.....	—	—	225	300	317	716	785	1,423	1,872	1,891	1,658	1,670	2,391	2,508	2,634	2,940	2,461
Ontario.....	515	427	543	924	1,565	3,640	4,384	6,979	7,213	7,146	7,101	6,782	7,419	6,253	8,251	10,202	9,838
Manitoba.....	535	396	1,000	1,200	1,650	3,762	3,478	1,818	1,371	1,961	2,036	2,015	1,750	1,970	2,003	2,153	1,434
Saskatchewan.....	84	206	394	768	1,279	2,250	3,162	1,800	909	1,453	1,764	2,404	4,654	6,091	8,276	10,376	11,680
Alberta.....	—	—	104	338	481	878	1,151	1,389	2,141	2,345	1,739	2,128	2,050	2,645	1,707	2,616	3,166
Brit. Columbia—Colombie Britannique....	123	189	272	508	687	1,435	1,422	1,393	1,039	1,004	839	692	738	803	1,323	2,205	2,061
Total.....	1,257	1,806	2,738	4,288	6,313	11,480	13,762	13,565	16,343	17,542	17,025	17,423	20,887	22,690	27,055	33,720	34,454

98.—Victorian Order of Nurses in Canada, 1923—Ordre Victoria des Infirmières du Canada, 1923

Provinces	Centres in Operation Centres d'activité	Nurses on Duty Infirmières au service	Prenatal Visits Visites pendant la grossesse	Confinements Attended Accouchements opérés	Nursing Visits Visites pour soins et pansements	Infant Welfare Visits Visites pour le bien-être de l'enfant	Other Instructive Visits Autres visites de démonstration	Social Service Visits Visites aux pauvres et nécessiteux	School Inspection Visits Visites d'inspection scolaires	Home School Visits Visites scolaires locales	Centres in which School Nursing is done Centres où les infirmières pratiquent l'inspection scolaire	Centres in which Baby Clinics are held Centres pourvus de crèches ou pouponnières
Nova Scotia—Nouvelle-Ecosse.....	9	24	2,137	1,341	48,950	6,648	1,499	933	234	268	5	3
New Brunswick—Nouv. Brunswick.....	5	14	906	659	13,110	5,593	5,549	371	329	717	5	4
Quebec—Québec.....	6	58	5,756	2,318	92,357	6,759	3,945	964	158	443	5	1
Ontario.....	34	119	12,757	5,494	186,938	18,685	7,565	4,285	782	877	10	14
Manitoba.....	1	17	1,482	18,082	18,082	1,115	2,214	1,726	135	135	—	5
Saskatchewan.....	1	1	1,556	72	1,759	1,72	76	26	—	—	—	—
Alberta.....	2	9	684	516	18,127	1,105	398	923	—	—	—	—
Brit. Columbia—Col. Britannique.....	6	27	2,535	684	25,137	8,352	2,738	6,059	8,430	416	1	1
Total.....	64	269	26,487	11,566	404,440	48,329	23,934	15,287	9,933	2,456	269	28

99.—Special Institutions and Classes in Canada 1922-1923.—Institutions et classes spéciales au Canada, 1922-23

	N.S. ¹ N.-E.	Ont. ²	Alta.	Man.	Sask. ³	
For physically defective—						Pour les malades ou tarés—
No. of institutions.....	1	—	—	—	—	Nombre d'institutions.
No. of classes.....	—	22	—	18	1	Nombre de classes.
No. of pupils.....	—	616	—	360	—	Nombre d'élèves.
For retarded but not defective—						Pour les retards mais non malades.
No. of institutions.....	—	—	—	—	—	Nombre d'institutions.
No. of classes.....	—	2	—	3	1	Nombre de classes.
No. of pupils.....	—	64	718	134	20	Nombre d'élèves.
For mentally subnormal—						Intel. au-dessous de la normale—
No. of institutions.....	—	—	2	—	1	Nombre d'institutions.
No. of classes.....	5	78	4	—	2	Nombre de classes.
No. of pupils.....	96	1,248	61	—	45	Nombre d'élèves.
For delinquents—						Pour jeunes délinquants—
No. of institutions.....	4	—	—	—	1	Nombre d'institutions.
No. of classes.....	10	—	—	—	—	Nombre de classes.
No. of pupils.....	431	—	—	—	9	Nombre d'élèves.
For mentally supernormal—						Intel. au-dessus de la normale—
No. of institutions.....	—	—	—	—	—	Nombre d'institutions.
No. of classes.....	—	—	—	—	—	Nombre de classes.
No. of pupils.....	—	—	374	—	—	Nombre d'élèves.

¹ The 5 auxiliary classes for mentally subnormals with 96 pupils are situated in Halifax. There are 4 provincial institutions under the superintendent of neglected and delinquent children with at least 10 classes, and an enrolment of 431 pupils who might be subdivided as follows: criminal delinquents 143, truant 87, unclassified 201. Those unclassified are probably waifs. In addition to those specified in the table there are probably a considerable number of other classes throughout the province in connection with publicly controlled schools. Also in addition should be mentioned 1 institution at Truro, the Maritime Home for girls, which has 3 classes and 91 pupils who were classified as follows: physically defective 4; retarded but not mentally defective 40; mentally subnormal 15; delinquents 25. The remainder are presumably normal. School children recommended for special institutions or classes as a result of inspection during year were classified as follows: defective in sight 303; in hearing 198; generally 175. Some of them at least are accommodated in institutions or classes in other parts of the province. With references to the supernormal the reader is referred to the age grades tables of 7 provinces, and especially to table 16. While no conclusions as to subnormals are warrantable from these tables owing to such factors as lateness in beginning school, irregular attendance, changing residences, foreign birth and want of opportunity generally, it is not unreasonable to suppose that certain conclusions are warrantable about supernormality and that children 3 or more grades in advance of their age may be considered supernormal. Defects in such conclusions arises from the fact that the full number of supernormals cannot be thus ascertained since lack of facilities for promotion and of opportunity in general may cause such children to be in grades lower than they could have reached if their mentality had been allowed free play.

² The auxiliary classes specified in the table may be subdivided as follows: 72 training classes; 2 promotion; 5 open air and forest school, 3 myopia; 1 lip-reading; 9 hospital, sanatorium or institutional; 6 auxiliary vocational classes for adolescents. The cities and towns where others are established are Brantford, Brockville, Guelph, Hamilton, Kitchener, London, Owen Sound, Ottawa, Oshawa, Peterboro, Stratford, St. Catharines and Windsor and York County. To York County belongs the distinction of having established the first rural auxiliary class in Ontario.

³ All the mentally defective children for the province of Saskatchewan are in an institution at Weyburn, which had in 1923 about 180 inmates. Of this number the 45 included in the table above are those who are capable of being taught, that is, those who grade up to a mental age of 4½ and 5 years. The admissions during 1923 and 1924 were very much less than previously; more over these admissions included a higher percentage than formerly of the better class of imbeciles. About 60 p.c. of the admissions of 1924 would be in this class. The 9 delinquents were girls.

GENERAL NOTE—The information on special classes in the five provinces specified in the table was supplied directly by the Departments of Education of these provinces for the year mentioned. Information regarding the other provinces is not directly available. In New Brunswick the Government sent six teachers to summer school at Harvard in 1923 and several classes have since been established, in St. John. In Quebec there is a number of special private classes of which may be mentioned one for crippled children and one for epileptics carried on at one of the hospitals. In Manitoba, Saskatchewan and Alberta, provisions for the blind and deaf may be seen in table 90, the institution for the deaf in Winnipeg being used in common, while the institution at Brantford, Ontario was used for the blind. There is now an institution for the blind at Winnipeg. In British Columbia besides the institutions for the blind and deaf there are 20 special classes in Vancouver alone.

¹ Les 5 classes auxiliaires composées de 96 élèves dont l'intelligence est inférieure à la normale sont situées à Halifax. Il existe 4 institutions provinciales d'au moins 10 classes sous le surintendant des enfants abandonnés et des jeunes délinquants, qui contiennent 431 élèves, lesquels peuvent être subdivisés comme il suit: jeunes délinquants 143; flâneurs 87; non classifiés 201. Ces non classifiés sont probablement des enfants trouvés. Outre celles spécifiées dans le tableau, il y a vraisemblablement un nombre considérable d'autres classes par toute la province sous le contrôle des écoles publiques. Il faut de plus mentionner l'institution de Truro, refuge des provinces maritimes pour les filles, composée de 3 classes et 91 élèves qui sont classifiées ainsi: difformités physiques 4; retardataires, mais d'intelligence normale 40; intelligence au-dessous de la normale 15; délinquants 25. On présume que le surplus se compose d'élèves normaux. Les élèves recommandés après l'inspection médicale, pour des classes ou institutions spéciales ont été classifiés comme il suit: affections de la vue 303; de l'ouïe 198; santé défectueuse 175; enfin de ce nombre quelques-uns ont été admis dans des institutions ou classes dans d'autres régions de la province. En ce qui concerne les intelligences au-dessous de la normale, le lecteur pourra se renseigner dans les tableaux des âges et des degrés de 7 provinces et tout particulièrement dans le tableau 16. Bien que l'examen de ces tableaux des sous-normaux ne puisse nous fournir de preuves concluantes en raison de certains facteurs tels que: tardivité du début, assistance irrégulière, changement de résidence, naissance à l'étranger et autres circonstances défavorables il n'est pas déraisonnable d'admettre l'exactitude de certaines conclusions quant à cette classe d'enfants, par exemple que ceux qui sont de 3 degrés ou plus en avant des enfants de leur âge sont doués d'une intelligence supérieure. Certaines erreurs dans ces conclusions peuvent surgir du fait que le nombre complet des supernormaux ne peut être précisé puisque certains d'entre eux méritent des promotions, faute de circonstance favorable sont retenus dans des degrés inférieurs à ceux qu'ils pourraient atteindre, si les circonstances s'y prétaient.

² Les classes auxiliaires mentionnées dans le tableau peuvent être ainsi subdivisées: formation à l'enseignement 72; promotion 2; écoles en plein air et forestière 5; myopie 3; lecture par les lèvres 1; hôpital, sanatoria, etc., 9; d'apprentissage industriel pour adolescents 6. Les cités et les villes où il existe d'autres établissements de ce genre sont Brantford, Brockville, Guelph, Hamilton, Kitchener, London, Owen Sound, Oshawa, Peterboro, Stratford, St. Catharines, Windsor et York County. À ce dernier comté revient le mérite d'avoir établi la première classe auxiliaire rurale d'Ontario.

³ Tous les enfants aux fautes mentales défectueuses de la Saskatchewan sont dans une institution à Weyburn, laquelle en 1923 comptait 180 pensionnaires. De ce nombre les 45 compris dans le tableau ci-dessus sont ceux qui ont pu suivre l'enseignement donné aux enfants normaux de 4, 4½ et 5 ans. Les admissions en 1923 et 1924 ont été bien inférieures aux années précédentes; de plus, ces admissions contenaient un plus fort pourcentage d'élèves au degré d'imbecilité moins prononcé. Environ 60 p.c. des admissions de 1924 seraient dans ce cas. Les 9 délinquants étaient des filles.

NOTE.—Les détails des classes spéciales des 5 provinces mentionnées dans le tableau nous viennent directement du ministère de l'Instruction publique de ces provinces et se rapportent à l'année qui nous occupe. En ce qui concerne les autres provinces, les informations ne nous parviennent pas directement. En 1923, le gouvernement du Nouveau-Brunswick envoyait 6 instituteurs aux cours d'été de Harvard. Depuis lors plusieurs classes ont été établies à St. John. Dans Québec, il existe un certain nombre de classes spéciales privées, dont une pour les enfants perclus et une pour les épileptiques, tenue dans un des hôpitaux. Le Manitoba, la Saskatchewan et l'Alberta, pourvoient à l'enseignement des aveugles et des sourds, voir tableau 90: l'institution de Winnipeg pour ces derniers sert pour les trois provinces; antérieurement on envoyait les aveugles à Brantford, Ont. Winnipeg possède maintenant une institution pour les sourds. En Colombie Britannique, outre les institutions pour les aveugles et les sourds qui figurent dans le tableau 90, Vancouver, à elle seule, possède 20 classes spéciales.

100.—PUBLICLY CONTROLLED SCHOOLS IN CANADA:

Classification of Teachers in the different provinces and the conditions upon which each class of certificate is awarded.

Province	Class or Certificate	Minimum Academic Standing	Previous or Normal School Experience	Academic Qualification in Normal School	How Long Taught	Points or equivalent score Certificate in Normal Certificate	Other Conditions	Remarks
Alberta	First Class	1st year of Public of High School.	Two years continuously with Academic Work.	Academic Qualification in Normal School.	Permanent			
British Columbia	First Class	1st year of Public of High School.	Two years continuously with Academic Work.	Academic Qualification in Normal School.	Permanent			
Manitoba	First Class	1st year of Public of High School.	Two years continuously with Academic Work.	Academic Qualification in Normal School.	Permanent			
Ontario	First Class	1st year of Public of High School.	Two years continuously with Academic Work.	Academic Qualification in Normal School.	Permanent			
Quebec	First Class	1st year of Public of High School.	Two years continuously with Academic Work.	Academic Qualification in Normal School.	Permanent			
Saskatchewan	First Class	1st year of Public of High School.	Two years continuously with Academic Work.	Academic Qualification in Normal School.	Permanent			
Yukon	First Class	1st year of Public of High School.	Two years continuously with Academic Work.	Academic Qualification in Normal School.	Permanent			

Notes.—(1) Public teachers in good standing from any part of the British Empire are admitted immediately to a temporary license in the appropriate class or license pending after passing M.P.Q. subject No. 1 as a recommendation of an Inspector.

(2) Candidates for permanent certificates are required to exhibit evidence of at least two years' normal experience in the subjects in which their qualifications are valid.

(3) Normal School and Intermediate 1st year of Public, subject No. 1, is a recommendation of an Inspector.

(4) Standing of the First Class Certificate is also held as Grade XII by those in Normal Certificate may obtain a 1st Class Certificate by completing the 1st Class Paper, 1st year School.

(5) A Building Certificate of two years is awarded by the Proprietors of the M.P.Q., and may be completed by each teacher during the first two years of teaching.

(For notes also see last section of this issue)

100.—ÉCOLES SOUS LE CONTRÔLE ADMINISTRATIF AU CANADA:

Classification du personnel enseignant dans les différentes provinces et Conditions régissant l'obtention des diplômes.

PROVINCES	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
ALBERTA-EDMONTON	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
BRITISH COLUMBIA	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
MANITOBA	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
ONTARIO	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
QUEBEC	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
SASKATCHEWAN	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
NEW BRUNSWICK	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
NEWFOUNDLAND	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
PRINCE EDWARD ISLAND	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
PELTON	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe
YUKON	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe	En classe En classe En classe

Notes.—1. Huit années d'études supérieures sont requises pour l'obtention du diplôme. Ce diplôme est obtenu par l'obtention de l'un des diplômes suivants: 1. Diplôme de l'un des collèges de l'université; 2. Diplôme de l'un des collèges de l'université; 3. Diplôme de l'un des collèges de l'université; 4. Diplôme de l'un des collèges de l'université; 5. Diplôme de l'un des collèges de l'université; 6. Diplôme de l'un des collèges de l'université; 7. Diplôme de l'un des collèges de l'université; 8. Diplôme de l'un des collèges de l'université.

2. Pour l'obtention d'un diplôme provincial par l'un des collèges, il faut avoir complété au moins deux années des études.

3. Pour l'obtention d'un diplôme provincial par l'un des collèges, il faut avoir complété au moins deux années des études.

4. Pour l'obtention d'un diplôme provincial par l'un des collèges, il faut avoir complété au moins deux années des études.

5. Pour l'obtention d'un diplôme provincial par l'un des collèges, il faut avoir complété au moins deux années des études.

6. Pour l'obtention d'un diplôme provincial par l'un des collèges, il faut avoir complété au moins deux années des études.

7. Pour l'obtention d'un diplôme provincial par l'un des collèges, il faut avoir complété au moins deux années des études.

8. Pour l'obtention d'un diplôme provincial par l'un des collèges, il faut avoir complété au moins deux années des études.

9.—TEACHERS' CLASSIFICATION, SALARIES AND EXPERIENCE

9.—PERSONNEL ENSEIGNANT, CLASSIFICATION, TRAITEMENT ET EXPÉRIENCE

101.—Nova Scotia Publicly Controlled Schools: Statistics of Teachers by Class of Certificate, Sex, Average Salaries and Years of Teaching Experience, 1923

101.—Écoles de la Nouvelle-Ecosse sous le contrôle administratif: Instituteurs par catégories, sexe, moyenne de traitement et ancienneté, en 1923

Class and Sex	Number — Nom- bre	Average Salaries — Moyenne de traitement			Catégorie et sexe	Experience ¹ — Ancienneté				
		Pro- vincial aid — Alloca- tionpro- vinciale	From Section — A section	Total		Years taught — Ans	Rural — Rurales	Village — Village	Urban — Urbaines	Total
Academic—					Académique—					
Male.....	38	228	1,413	1,641	Hommes.	0—1	798	159	152	1,109
Female.....	18	245	1,010	1,255	Femmes.	1—2	206	82	75	363
Class A—					Classe A—	2—5	317	143	235	695
Male.....	42	175	1,296	1,471	Hommes.	5—10	157	110	292	559
Female.....	217	175	655	830	Femmes.	10—15	37	29	128	194
Class B—					Classe B—	15—20	19	12	79	110
Male.....	51	140	847	987	Hommes.	20—25	5	8	68	81
Female.....	732	140	532	672	Femmes.	25—30	5	7	35	47
Class C—					Classe C—	30—	3	9	67	79
Male.....	38	105	592	697	Hommes.	Total...	1,547	559	1,131	3,237
Female.....	805	105	488	593	Femmes.					
Class D—					Classe D—	No exper.				
Male.....	77	70	573	643	Hommes.	—	497	78	71	646
Female.....	935	70	423	493	Femmes.	Sans exp.				
Class D. Tem- porary—					Calsse D, tem- poraire—	New to school —				
Male.....	20	Included in D.			Hommes.	Nouveau à l'école	750	271	157	1,17
Female.....	176				Femmes.					
Permissive—					Surnuméraires—					
Male.....	11	Se confond avec D.			Hommes.					
Female.....	77				Femmes.					
Total—					Total—					
Male.....	277	—	—	—	Hommes.					
Female.....	2,960	—	—	—	Femmes.					
Grand Total...	3,237	—	—	—	Grand total.					
Number Normal Trained.....	1,626	—	—	—	Sortant de l'éco- le normale.					

¹ Commencement of school year.—¹ Au début de l'année scolaire.

102.—New Brunswick Publicly Controlled Schools: Statistics of Teachers by Class of Certificate, Sex, Average Salary and Experience, 1923

102.—Écoles du Nouveau-Brunswick sous le contrôle administratif: Instituteurs et institutrices, leur diplôme, la moyenne de leur traitement et la durée de leur carrière en 1923

Class of Certificate and Sex	Number—Nombre		Average Yearly Salary — Moyenne du traite- ment annuel	Experience—Carrière enseignante				Diplôme et sexe
	Term ended Dec. 31	Term ended June 30,		Under 1 year — Moins d'un an	Over 1 and under 5	Over 5 and under 7	Over 7 years	
	Semestre terminé le 31 déc.	Semestre terminé le 30 juin			Entre 1 et 5 ans	Entre 5 et 7 ans	Plus de 7 ans	
Grammar School—								Ecole de grammaire—
Male.....	19	19	—					Hommes.
Female.....	11	12	—					Femmes.
Superior School—								Ecole supérieure—
Male.....	34	31	1,333	14	32	7	46	Hommes.
Female.....	21	20	996	71	178	62	257	Femmes.
Class I—								Première classe—
Male.....	62	70	1,450					Hommes.
Female.....	599	613	996					Femmes.
Class II—								Deuxième classe—
Male.....	53	50	809	18	18	5	10	Hommes.
Female.....	1,046	1,038	735	155	445	140	287	Femmes.
Class III—								Troisième classe—
Male.....	21	21	532	—	—	—	—	Hommes.
Female.....	326	326	562	—	—	—	—	Femmes.
Classroom Assistants—								Sous-maitres—
Male.....	1	3	—	—	—	—	—	Hommes.
Female.....	98	95	—	—	—	—	—	Femmes.
Total—Male.....	190	194	—	—	—	—	—	Total—Hommes.
Female.....	2,101	2,104	—	—	—	—	—	Femmes.
Total.....	2,291	2,298	—	—	—	—	—	Total.
Normal Trained.....	2,157	2,178	—	—	—	—	—	Normaliens.

104.—Alberta Publicly controlled Schools: Teachers by Class of Certificate, Sex and Average Salary, 1923
104.—Écoles de l'Alberta sous le contrôle administratif: Instituteurs et institutrices, leur diplôme et la moyenne de leur traitement en 1923

Description	Cl. I		Cl. II		Cl. III		Perm.—Surnum.		Pend.—Interim.		Spec.		Description
	M.—H.	F.	M.—H.	F.	M.—H.	F.	M.—H.	F.	M.—H.	F.	M.—H.	F.	
Rural Schools:													
Number.....	221	432	456	1,729	83	309	86	97	19	37	—	—	Écoles rurales:
Highest Salary.....	2,300	1,500	2,000	1,620	2,500	1,500	1,200	1,320	1,200	1,260	—	—	Nombre.
Lowest Salary.....	900	840	840	840	840	840	840	840	840	840	—	—	Maximum du traitement.
Average Salary.....	1,122	1,075	1,121	1,040	1,028	1,021	997	1,065	987	1,018	—	—	Minimum du traitement.
Roman Catholic Separate Schools:													Moyenne du traitement.
Number.....	4	52	10	111	—	6	—	—	—	4	—	—	Écoles catholiques séparées:
Highest Salary.....	2,150	1,600	2,100	1,800	—	1,350	—	—	—	1,050	—	—	Nombre.
Lowest Salary.....	1,100	840	840	840	—	900	—	—	—	840	—	—	Maximum du traitement.
Average Salary.....	1,588	1,126	1,360	1,086	—	1,052	—	—	—	948	—	—	Minimum du traitement.
Town Schools:													Moyenne du traitement.
Number.....	219	372	73	734	3	17	—	840	1	2	38	25	Écoles urbaines:
Highest Salary.....	3,500	3,000	2,900	2,200	3,000	1,500	—	840	1,900	1,500	3,900	3,250	Nombre.
Lowest Salary.....	1,100	1,000	950	840	1,200	840	—	840	1,900	1,350	3,900	3,250	Maximum du traitement.
Average Salary.....	2,153	1,997	1,618	1,317	1,833	1,263	—	840	1,900	1,328	2,304	2,024	Minimum du traitement.
Village Schools:													Moyenne du traitement.
Number.....	50	47	35	135	5	15	—	2	—	1	—	—	Nombre.
Highest Salary.....	3,300	2,100	2,000	1,600	1,620	1,400	—	840	—	1,100	—	—	Maximum du traitement.
Lowest Salary.....	1,200	900	1,000	840	1,200	840	—	840	—	1,100	—	—	Minimum du traitement.
Average Salary.....	1,754	1,194	1,396	1,159	1,467	1,054	—	840	—	1,100	—	—	Moyenne du traitement.
Consolidated Schools:													Écoles centralisées.
Number.....	50	36	21	109	1	15	—	4	—	—	—	—	Nombre.
Highest Salary.....	2,450	1,700	2,000	1,680	1,500	1,375	—	1,200	—	—	—	—	Maximum du traitement.
Lowest Salary.....	1,100	900	1,000	900	1,500	1,000	—	1,000	—	—	—	—	Minimum du traitement.
Average Salary.....	1,643	1,211	1,443	1,161	1,500	1,191	—	1,100	—	—	—	—	Moyenne du traitement.
All Schools:													Toutes écoles:
Number.....	544	939	595	2,818	92	362	86	105	20	44	38	26	Nombre.
Highest Salary.....	3,500	3,000	3,000	2,200	3,000	1,500	1,200	1,320	1,900	1,500	3,900	3,250	Maximum du traitement.
Lowest Salary.....	900	840	840	840	840	840	840	840	840	840	900	1,400	Minimum du traitement.
Average Salary.....	1,652	1,250	1,213	1,126	1,082	1,038	997	1,042	1,033	1,027	2,304	2,008	Moyenne du traitement.

105.—Prince Edward Island Publicly Controlled Schools: Teachers by Class of Certificate, Sex, and Average Salary, 1923

105.—Écoles de l'Île du Prince-Édouard sous le contrôle administratif: Instituteurs par catégories, sexe et moyenne de traitement en 1923

—	Primary Schools			Graded Schools			Total			Average Salary			
	Ecoles primaires			Ecoles à classes multiples			Total			Moyenne du traitement			
	M.—H.	F.	Total	M.—H.	F.	Total	M.—H.	F.	Total	M.—H.	F.	M.—H. & F.	
Class I.....	17	32	49	26	48	74	43	80	123	808	643	701	
Class II.....	56	231	287	12	89	101	63	320	388	555	511	511	
Class III.....	58	53	76	2	24	26	20	82	102	465	416	426	
Total.....	91	321	412	40	161	201	131	482	613	624	511	535	
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106.—Ontario Publicly Controlled Schools: Teachers by Class of Certificate and Sex, for the year 1922 in Elementary Schools and 1923 in Secondary Schools

106.—Ecoles d'Ontario sous le contrôle administratif: Personnel enseignant par catégorie de diplôme et sexe, en 1922 dans les écoles primaires et 1923 dans les écoles secondaires

Description	Public Schools — Ecoles publiques					Roman Catholic Separate Schools — Ecoles séparées (catholiques)	
	Rural — Rurales	Cities — Des cités	Towns — Des villes	Villages — Des villages	Total	Rural — Rurales	Cities — Des cités
Number Total.....	6,503	4,310	1,575	526	12,914	531	920
Male.....	757	611	161	92	1,621	20	80
Female.....	5,746	3,699	1,414	434	11,293	511	840
Number of University Graduates.....	4	130	5	2	141	4	22
Number who ever attended Model School in Ontario.....	1,199	1,472	354	92	3,117	246	234
Number who ever attended Normal School in Ontario.....	5,170	3,378	1,401	480	11,429	182	582
Number trained in Normal College or Faculty of Education.....	214	747	119	33	1,113	12	53
Number by Certificate—							
Class I.....	236	805	119	25	1,185	21	56
Class II.....	5,009	2,966	1,378	485	9,838	171	580
Class III.....	732	9	22	14	777	177	138
District.....	321	—	—	—	321	46	8
Kindergarten Primary.....	14	150	37	2	203	—	10
Kindergarten.....	1	244	13	—	258	—	—
Manual Training.....	1	59	3	—	63	—	—
Household Science.....	1	75	2	—	78	—	—
Temporary.....	188	2	1	—	191	103	29
Permanent Ungraded.....	—	—	—	—	—	13	99
Average Salary—Male.....	1,144	2,269	1,767	1,393	1,644	989	933
Female.....	987	1,363	1,047	986	1,117	780	719

¹ Salaries of assistants only: the average salaries of principals were \$1,754 in Continuation Schools, \$2,580 in High Schools and \$3,486 in Collegiate Institutes.

107.—Ontario Publicly Controlled Schools: Teachers' Experience and Average Salary by Certificate, 1922

107.—Ecoles d'Ontario sous le contrôle administratif: Durée de la carrière et personnel enseignant par moyenne de traitement, en 1922

Description	Public Schools—Ecoles publiques					Description
	Rural — Rurales	Cities — Des cités	Towns — Des villes	Villages — Des villages	Province	
Average Salary by Certificate—						Moyenne de traitement par diplôme—
Class I: Male.....	1,391	2,434	2,052	1,450	2,290	Classe I: Hommes.
Female.....	1,092	1,328	1,040	1,061	1,226	Femmes.
Class II: Male.....	1,178	2,005	1,715	1,388	1,434	Classe II: Hommes.
Female.....	1,020	1,384	1,049	992	1,137	Femmes.
Class III and District:						Classe III et district:
Male.....	911	—	—	—	911	Hommes.
Female.....	851	1,189	990	718	855	Femmes.
Kindergarten Primary.....	1,050	1,186	1,048	1,000	1,149	Ecole maternelle (premier degré).
Kindergarten.....	1,200	1,266	973	—	1,251	Ecole maternelle.
Manual Training.....	1,400	2,193	2,033	—	2,172	Travaux manuels.
Household Science.....	1,200	1,502	1,500	—	1,498	Science ménagère.
Temporary: Male.....	857	—	—	—	857	Surnuméraires: Hommes.
Female.....	738	1,000	850	—	742	Femmes.
Experience—						Carrière—
Male: Under 1 year.....	165	12	6	3	186	Hommes: moins de 1 an.
1 to 4 years.....	285	122	27	20	454	De 1 à 4 ans.
5 to 9 years.....	112	137	29	27	305	De 5 à 9 ans.
10 to 14 years.....	35	85	16	13	149	De 10 à 14 ans.
15 to 29 years.....	99	165	57	13	334	De 15 à 29 ans.
30 to 39 years.....	50	73	21	9	153	De 30 à 39 ans.
40 years and over.....	11	17	5	7	40	40 ans ou plus.
Female: Under 1 year.....	1,027	88	51	24	1,190	Femmes: moins de 1 an.
1 to 4 years.....	2,917	708	477	173	4,275	De 1 à 4 ans.
5 to 9 years.....	1,191	946	412	111	2,660	De 5 à 9 ans.
10 to 14 years.....	313	652	175	44	1,184	De 10 à 14 ans.
15 to 29 years.....	249	929	220	67	1,465	De 15 à 29 ans.
30 to 39 years.....	46	326	61	10	443	De 30 à 39 ans.
40 years and over.....	3	50	18	5	76	40 ans ou plus.

106.—Ontario Publicly Controlled Schools: Teachers by Class of Certificate and Sex, for the year 1922 in Elementary Schools and 1923 in Secondary Schools

106.—Ecoles d'Ontario sous le contrôle administratif: Personnel enseignant par catégorie de diplôme et sexe, en 1922 dans les écoles primaires et 1923 dans les écoles secondaires

Roman Catholic Separate Schools — Ecoles séparées (catholiques)			Total Public and Separate	Continuation Schools	High Schools	Collegiate Institutes	Description
Towns — Des villes	Villages — Des villages	Total	Total, publiques et séparées	Ecoles de continuation	Hautes écoles	Instituts collégiaux	
464	43	1,958	14,872	323	601	819	Nombre: Total.
19	—	119	1,740	85	—	652	Hommes.
445	43	1,839	13,132	238	—	768	Femmes.
2	1	29	170	39	—	1,084	Diplômés d'une université, nombre.
135	10	625	3,742	—	—	—	Sortant des écoles modèles d'Ontario, nombre.
219	25	1,008	11,437	—	—	—	Sortant des écoles normales, d'Ont., nombre.
7	3	75	1,188	—	—	—	Sortant du collège normal ou faculté de pédagogie.
8	3	88	1,273	—	—	—	Nombre des détenteurs de diplômes.
212	24	987	10,825	—	—	—	De première classe.
90	8	413	1,190	—	—	—	De deuxième classe.
32	—	86	407	—	—	—	De troisième classe.
—	—	10	213	—	—	—	De district.
—	—	—	258	—	—	—	D'école maternelle (premier degré).
—	—	—	63	—	—	—	D'école maternelle.
—	—	—	78	—	—	—	De travaux manuels.
82	4	218	409	—	—	—	De science ménagère.
40	4	156	156	—	—	—	Surnuméraires.
679	—	902	1,594	1,433	1,253	1,624	Permanents (écoles à classe unique).
603	727	708	1,060	1,408	1,806	1,222	Moyenne de traitement: Hommes.
							Femmes.

¹ Traitements moyens des adjoints seulement: les traitements moyens des principaux étaient de \$1,751 dans les écoles intermédiaires, \$2,530 dans les "High Schools" et \$3,486 dans les instituts collégiaux.

108.—Manitoba Publicly Controlled Schools: Teachers by Sex, Qualification, Salaries and Experience, 1923

108.—Ecoles du Manitoba sous le contrôle administratif: Instituteurs par leur diplôme, la moyenne de leur traitement et la durée de leur carrière, 1923

Description	All Schools 1923	Rural Consol.			Other Rural			Urban Schools			Description
	Toutes écoles, 1923	Rurales centr.			Autres rurales			Ecoles urbaines			
		M. — H.	F.	T.	M. — H.	F.	T.	M. — H.	F.	T.	
Number by Certificate:											
Total.....	1 3,936	27	93	120	409	1,213	1,622	185	944	1,129	Total.
Graduates.....		3	3	6	26	13	39	75	59	134	Universitaire.
Class I.....	735	14	7	21	35	29	64	133	136	269	Première classe.
II.....	2,194	13	66	79	84	428	512	38	713	751	Deuxième classe.
III.....	1,035	—	16	16	169	618	787	5	64	69	Troisième classe.
Specialist.....	86	—	2	2	—	—	—	—	2	2	Spécialiste.
Permit.....	\$ 52	—	—	2	5	45	50	3	20	23	Surnuméraire.
Unspecified.....	\$ 9	—	2	2	116	93	209	6	11	17	Non classifiés.
Salaries (2,871 Teachers):											Traitement (2,871 instituteurs):
Number receiving less than \$900.....	—	—	1	1	55	166	221	—	22	22	Inférieur à \$900, nombre.
\$900 and under \$1,000.....	—	—	7	7	111	443	554	3	97	100	Entre \$ 900 et \$1,000.
1,000 ".....	—	5	74	79	206	562	768	32	629	661	" \$ 1,000 et \$1,500.
1,500 ".....	—	18	10	28	21	5	26	65	146	211	" 1,500 et \$2,000.
2,000 ".....	—	4	—	4	4	1	5	59	22	81	" \$2,000 et \$2,500.
2,500 ".....	—	—	—	—	—	—	—	17	2	19	" \$2,500 et \$3,000.
3,000 and over.....	—	—	—	—	—	—	—	7	1	8	\$3,000 et plus, nombre.
Unspecified.....	—	—	1	1	12	36	48	1	25	26	Non classifiés.
Experience (2,871 Teachers):											Carrière de 2,871 instituteurs:
Less than 1 year.....	—	—	1	1	27	81	108	1	4	5	Moins d'un an.
1 yr. and under 2 yrs.....	—	1	9	10	59	278	337	7	59	66	Entre 1 et 2 ans.
2 ".....	—	2	16	18	51	226	277	11	102	113	" 2 et 3 "
3 ".....	—	1	12	13	45	196	241	7	86	93	" 3 et 4 "
4 ".....	—	1	14	15	28	87	115	11	100	111	" 4 et 5 "
5 ".....	—	2	8	10	18	63	81	6	102	108	" 5 et 6 "
6 ".....	—	4	22	26	52	111	163	23	252	275	" 6 et 10 "
10 ".....	—	10	8	18	55	97	152	74	180	254	" 10 et 20 "
20 ".....	—	3	1	4	28	16	44	26	29	55	" 20 et 30 "
30 years and over.....	—	3	1	4	16	4	20	16	20	36	30 ans et au-dessus.
Unspecified.....	—	—	1	1	30	54	84	3	10	13	Non classifiés.

¹ Including 1,046 male; 2,890 female. ² The 9 unspecified were exchange teachers. ³ For the second term only. Total permits for the year 1925. Permits are not issued for more than one term at a time.

¹ Y compris 1,046 hommes et 2,890 femmes. ² Les 9 non spécifiés sont des instituteurs échangés. ³ Pour le dernier semestre seulement. Le total des surnuméraires pour l'année est de 165. Les permis ne sont accordés que pour un semestre à la fois.

Note.—With the exception of first column the figures for Manitoba are exclusive of Winnipeg and certain other schools. The number of teachers classified (2,871) is, therefore, a mere sample, though a large one, of the teachers outside Winnipeg.

109.—Saskatchewan Publicly Controlled Schools: Teachers by Class of Certificate, Sex and Salary, 1923

109.—Écoles de la Saskatchewan sous le contrôle administratif: Instituteurs et institutrices, leur diplôme, leur sexe et la moyenne de leur traitement, 1923

Sex and Certificate	Number of Teachers — Nombre d'instituteurs et institutrices			Average Salary — Moyenne du traitement		Sexe et diplôme
	Urban — Urbains	Rural — Ruraux	Total	Urban — Urbains	Rural — Ruraux	
In Public and Separate Schools—						Dans les écoles publiques et séparées—
Class I: Male.....	297	202	499	1,868	1,291	1ère classe: Hommes.
Female.....	743	308	781	1,351	1,168	Femmes.
Class II: Male.....	176	525	701	1,522	1,226	2e classe: Hommes.
Female.....	1,237	1,507	2,744	1,223	1,445	Femmes.
Class III: Male.....	41	658	699	1,221	1,138	3e classe: Hommes.
Female.....	206	1,712	1,918	1,096	1,070	Femmes.
Provisional:						Diplôme provisoire:
Male.....	2	77	79	1,450	1,153	Hommes.
Female.....	5	71	76	1,234	1,051	Femmes.
Total: Male.....	516	1,462	1,978	1,697	1,191	Total: Hommes.
Female.....	1,921	3,598	5,519	1,198	1,107	Femmes.
Total.....	2,437	5,060	7,497	1,304	1,131	Total.
Collegiate Institutes and High Schools—						Dans les instituts collégiaux et "high schools"—
Male.....	113	—	113	—	—	Hommes.
Female.....	83	—	83	—	—	Femmes.
Total.....	196	—	196	—	—	Total.
Grand Total.....	2,633	5,060	7,693	—	—	Grand total.

110.—British Columbia Publicly Controlled Schools: Teachers by Class of Certificate, Sex and Salary, 1923

110.—Écoles de la Colombie Britannique placées sous le contrôle administratif: Instituteurs et institutrices par classe de diplôme et par moyenne de traitement, 1923

Certificate	Number—Nombre			Average Salary — Moyenne des traitements		Diplôme
	Male — Hommes	Female — Femmes	Total	Male — Hommes	Female — Femmes	
Academic.....	264	257	521	2,372	1,546	Académique.
Class I.....	174	464	638	1,965	1,297	1ère classe.
Class II.....	133	1,283	1,416	1,381	1,188	2ème classe.
Class III.....	25	272	297	1,193	1,132	3ème classe.
Temporary.....	40	43	83	1,192	1,267	Temporaire.
Special.....	93	70	163	2,052	1,693	Spécial.
Total.....	729	2,389	3,118	1,945	1,255	Total.

Salary Groups	High Schools — "High School"	City Schools — Ecoles de cités	Rural Municipality Schools — Ecoles de municipalités rurales	Rural and Assisted Schools — Ecoles rurales et subventionnées	Total	Traitements
Number receiving under \$1,000....	1	47	140	230	418	Moins de \$1,000.
Over \$1,000 and under \$1,500.....	19	703	463	602	1,787	Plus de \$1,000 et moins de \$1,500.
Over \$1,500 and under \$2,000.....	113	290	113	33	549	Plus de \$1,500 et moins de \$2,000.
Over \$2,000 and under \$2,500.....	74	65	28	3	170	Plus de \$2,000 et moins de \$2,500.
Over \$2,500 and under \$3,000.....	76	16	21	—	113	Plus de \$2,500 et moins de \$3,000.
Over \$3,000 and under \$3,500.....	35	16	8	—	59	Plus de \$3,000 et moins de \$3,500.
Over \$3,500.....	13	4	—	—	17	Plus de \$3,500.
Not given.....	1	—	4	—	5	Ne sont pas indiqués.

10.—TEACHERS IN TRAINING

10.—FORMATION DES INSTITUTEURS

111.—Teacher Training Institutions in Canada, 1922-23—Institutions pour la formation des instituteurs, Canada, 1922-23

Names and Location	Teaching Staff — Personnel enseignant			Students in Teachers Training Courses — Candidats instituteurs										Accommodation for Observation and Practice Teaching — Ecoles annexées			Vol- umes in Lib- rary — Vo- lumes dans la bib- liothèque	Nom et siège		
	Regular Régulier			In- spec- tors and others — Ins- pec- teurs et autres			Total during year — Nombre inscrit		Number Training for the following Classes of Certificates — Nombre de candidats pour chaque classe de diplôme						Regular Model Schools — Ecoles modèles annexées				Other Schools used — Autres écoles	
									I II III						III Lim- ited or Dis- trict	Kindergarten			Primary — Ecoles materielles	Other speci- alists	No. of Tea- chers in charge	No. of Gra- des — Nom- bre de classe- ses	No. of Tea- chers	Insti- tute- urs
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	M.	F.	T.	M.	F.			T.	
Prince Edward Island, 1923— Prince of Wales College, Charlottetown.	8	3	11	—	129	218	347	Ac- ade- mic	57	155	135	—	—	—	—	4	6	—	Ile du Prince-Edouard, 1923— Prince of Wales College, Charlottetown.	
Nova Scotia, 1923— Normal College, Truro..... Inspectorial Teacher-Training Institutes.	8	3	11	5	—	—	353	Sup- rior First	88	123	114	—	7	8	4	9	—	25	Nouvelle-Ecosse, 1923— Normal College, Truro. Inspectorial Teacher-Training Institutes.	
New Brunswick, 1923— Provincial Normal School, Fredericton.	8	3	11	1	—	—	451	—	177	206	35	33	—	—	—	4	8	—	Nouveau-Brunswick, 1923— Ecole normale provinciale, Fredericton.	

111.—Teacher Training Institutions in Canada, 1922-23—Continued—Institutions pour la formation des instituteurs, Canada, 1922-23—suite

Names and Location	Teaching Staff Personnel enseignant			Total during year Nombre inscrit			Students in Teachers Training Courses Candidats instituteurs										Accommodation for Observation and Practice Teaching Ecoles annexées			Nom et siège																																																																																																	
	Regular Régulier			Inspec- tors and others			Number Training for the following Classes of Certificates Nombre de candidats pour chaque classe de diplôme										Regular Model Schools Ecoles modèles annexées		Other Schools Lib- rary — Autres écoles dans la bi- bli- othé- que																																																																																																		
	M.	F.	T.	M.	F.	T.	I	II	III	III Limi- ted or Dis- trict	Kindergarten	Primary Ecoles maternelles	Primaires	Other specialists Autres spécialistes	No. of Tee- chers in Gra- des	No. of Insti- tute- urs clas- ses	No. of Tee- chers — Insti- tute- urs																																																																																																				
M.	F.	T.	M.	F.	T.	M.	F.	M.	F.																																																																																																												
Québec, 1923— Normal Schools— Jacques Cartier..... MacDonald..... Laval..... Rimouski..... Chicoutimi..... Nicolet..... Three-Rivers..... Valleyfield..... Hull..... Joliette..... St. Hyacinthe..... St. Pascal..... Sherbrooke.....	10 7 10 — — 9 8 — — 8 18 26 — —	14 4 3 16 12 9 8 — — 7 8 26 6 —	26 11 13 16 12 9 8 — — 7 8 18 26 6	6 — 18 — 3 — — — — — — — — —	107 16 78 — 110 107 88 85 63 70 142 148 27	120 226 168 78 110 107 88 85 63 70 142 148 27	227 242 168 78 110 107 88 85 63 70 142 148 27	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — — — —	— — — — — — — — — — — —

112.—Publicly Controlled Schools in Canada: Number of Teachers in Training in Normal Schools and Colleges by Provinces, 1902-1923

112.—Écoles sous contrôle administratif au Canada: Nombre de candidats instituteurs et institutrices dans les écoles normales et les collèges par provinces, 1902-1923

Year—Année	P.E.I.-I.P.-É.	N.S.-N.-É.	N.B.-N.-B.	Que.-Qué.	Ont.	Man.	Sask.	Alta.	B.C.-C.-B.	Total
1902.....	—	182	269	420	1,922	320	—	—	—	3,113
1903.....	—	145	224	460	1,861	319	—	—	—	3,009
1904.....	—	191	288	392	1,592	390	—	—	—	2,853
1905.....	—	148	285	416	1,685	491	—	—	—	3,025
1906.....	—	154	307	423	2,286	476	188	102	—	3,936
1908.....	—	161	334	526	1,788	410	229	140	—	3,588
1909.....	—	215	343	715	1,410	448	411	182	—	3,724
1910.....	—	260	358	787	1,510	503	447	218	—	4,083
1911.....	—	268	370	840	1,474	628	241	248	—	4,069
1912.....	—	293	376	836	1,513	—	580	278	—	3,876
1913.....	—	307	358	1,088	1,436	529	643	292	—	4,648
1914.....	—	318	357	1,270	1,563	581	886	364	—	5,339
1915.....	—	355	351	1,312	1,425	672	1,222	601	—	5,938
1916.....	—	388	372	1,357	1,819	737	911	438	—	6,022
1917.....	—	263	372	1,361	1,438	599	1,081	358	335	5,807
1918.....	—	260	287	1,339	1,676	513	621	488	365	5,549
1919.....	—	255	263	1,223	1,659	554	1,058	598	425	6,035
1920.....	220	228	263	1,502	1,959	593	723	694	404	6,586
1921.....	241	241	216	1,376	2,221	642	899	892	377	7,105
1922.....	341	356	358	1,389	2,684	790	1,462	760	685	8,825
1923.....	347	353	451	1,555	3,131	637	1,571	1,033	672	9,750

11.—COST OF SUPPORT OF PUBLICLY CONTROLLED SCHOOLS

11.—COÛT DE L'INSTRUCTION PUBLIQUE

113a.—Nova Scotia Schools: Summary of School Section Finances, 1922-23

113a.—Écoles de la Nouvelle-Écosse: Bilan des finances scolaires, 1922-23

Receipts	Urban Schools Ecoles urbaines	Village Schools Ecoles de village	Rural Schools Ecoles rurales	All Schools in Province Toutes les écoles	Recettes
	\$	\$	\$	\$	
Balance, 1 August, 1921.....	72,149 80	36,151 77	88,846 31	197,147 88	Solde, 1er août 1921.
Sectional Rates.....	1,268,741 49	281,949 25	410,648 73	1,961,339 47	Taxe de section.
Poll Tax.....	22,888 98	18,284 05	37,579 63	78,752 66	Taxe de capitation.
Municipal Fund.....	120,826 96	72,079 42	208,174 57	401,080 95	Fonds municipal.
Special Govt. Grants.....	57,628 16	1,775 96	4,962 73	64,371 85	Octrois spéciaux du gouvern.
Fees and Fines.....	3,548 90	4,417 42	1,424 13	9,390 45	Contributions et amendes.
Proceeds Debentures.....	162,439 27	17,609 95	22,461 54	202,510 76	Vente d'obligations.
Proceeds Prom. Notes.....	41,335 93	32,196 15	14,616 43	88,148 51	Billets escomptés.
Donations, etc.....	33,369 24	8,699 18	13,171 60	55,239 91	Dons, etc.
Total Receipts.....	1,782,928 73	473,163 15	801,890 57	3,057,982 45	Recettes totales.
EXPENDITURE					DEBOURSÉS
Teachers' Salaries.....	986,242 10	253,256 38	508,607 88	1,748,106 36	Traitement des instituteurs.
Officials' Salaries.....	29,613 26	12,428 57	17,884 56	59,926 39	Traitement des fonctionnaires.
Janitors and Caretakers.....	96,661 76	22,180 64	24,247 43	143,089 83	Concierges et gardiens.
Fuel.....	89,586 16	24,975 01	44,123 91	158,685 08	Combustible.
Repairs.....	35,932 51	18,355 31	35,722 48	90,010 30	Réparations.
Libraries And Apparatus.....	14,515 21	3,300 07	3,018 87	21,764 15	Bibliothèques et mobilier.
Insurance.....	10,338 76	2,888 21	5,112 90	18,939 87	Assurances.
Transportation (Consolid.).....	94 00	790 00	602 01	1,486 01	Transport (centralisation).
School Sites and Buildings, etc.....	229,842 03	31,105 43	34,610 50	295,557 96	Terrains et édifices.
Principal of Debentures.....	75,315 09	35,623 02	28,356 52	139,294 63	Obligations.
Interest on Debentures.....	109,293 87	8,604 46	3,160 38	121,058 71	Intérêt sur obligations.
Exceptional Expense.....	44,175 22	15,172 27	13,846 78	73,194 27	Dépenses exceptionnelles.
Total Expenditure.....	1,722,209 97	428,709 37	720,194 27	2,871,113 61	Total des déboursés.
ASSETS					ACTIF
Cash on Hand.....	59,707 92	44,453 78	81,696 30	185,858 00	Espèces en caisse.
Value of Real Estate.....	5,309,997 19	1,146,532 09	1,227,177 87	7,683,707 15	Valeur des immeubles.
Value of all Equipment.....	313,547 19	75,082 81	132,822 79	521,452 79	Valeur du mobilier.
Arrears of Taxes.....	27,468 99	55,738 39	36,605 01	139,812 39	Arreages de taxes.
Other Assets.....	29,741 84	6,547 25	3,413 95	39,703 04	Autre actif.
Total Assets.....	5,740,463 13	1,328,354 32	1,501,715 92	8,570,533 37	Total de l'actif.
LIABILITIES					PASSIF
Arrears of Salaries.....	—	10,345 06	18,844 91	29,189 97	Salaires dus.
Prin. of Notes Unpaid.....	946,070 17	118,880 93	55,941 20	1,120,892 30	Billets payables.
Interest on Notes Unpaid.....	506 00	5,731 09	2,995 23	9,232 32	Intérêt sur billets.
Other Liabilities.....	755,743 01	32,857 77	12,328 85	810,929 63	Autre passif.
Total Liabilities.....	1,702,319 18	167,814 85	90,110 19	1,960,244 22	Total du passif.

113b.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces

113b.—Budgets de l'instruction publique au Canada, par provinces

Year—Année	P.E.I.—I.P.-É.			N.S.—N.-É.			
	Gov. Grant — Subv. du gouvernement	Local Assessment — Taxes locales	Total	Gov. Grants — Subv. du gouvernement	Municipal Funds — Fonds municipal	Local Assessment — Taxes locales	Total
	\$	\$	\$	\$	\$	\$	\$
1913.....	150,732	56,874	207,606	385,734	156,864	944,992	1,487,590
1914.....	156,503	61,490	217,993	388,671	164,980	1,002,967	1,556,618
1915.....	168,413	91,258	259,671	407,213	168,009	1,066,892	1,642,114
1916.....	173,962	70,610	244,572	414,738	168,114	1,037,302	1,620,154
1917.....	178,607	72,623	251,230	432,284	163,535	1,157,907	1,752,726
1918.....	173,579	94,968	268,547	427,484	163,994	1,280,965	1,872,444
1919.....	187,488	98,472	285,960	432,496	204,519	1,460,578	2,097,593
1920.....	211,618	131,030	342,648	485,787	224,025	1,978,242	2,634,763
1921.....	244,347	152,431	396,778	576,591	495,242	2,370,712	3,442,546
1922.....	271,103	157,766	428,869	616,389	502,804	2,527,377	3,646,570
1923.....	296,836	202,714	499,550	649,363	525,114	2,313,466	3,487,943

Year—Année	N.B.—N.-B.				Que.—Qué.		
	Gov. Grants — Subv. du gouvernement	Municipal Funds — Fonds municipal	Local Assessment — Taxes locales	Total	Gov. Grants — Subv. du gouvernement	Assessment and Other sources — Taxes et autres sources	Total
	\$	\$	\$	\$	\$	\$	\$
1913.....	196,320	97,404	648,479	942,203	1,529,006	7,696,765	9,225,771
1914.....	195,261	96,946	704,476	996,683	1,724,110	7,172,879	8,896,989
1915.....	200,635	97,423	761,753	1,059,811	1,782,417	9,681,206	11,463,623
1916.....	206,486	96,141	844,256	1,146,883	1,882,838	10,533,769	12,416,607
1917.....	204,754	97,284	843,357	1,145,395	2,068,766	11,887,454	13,956,220
1918.....	286,949	97,230	930,567	1,314,746	2,077,569	12,405,301	14,482,870
1919.....	277,996	99,097	1,153,163	1,530,256	2,145,976	14,698,708	16,844,684
1920.....	290,028	103,629	1,364,915	1,758,572	2,334,108	16,867,297	19,201,405
1921.....	352,693	146,003	1,779,926	2,278,622	2,351,471	19,771,508	22,122,979
1922.....	381,075	195,948	2,080,023	2,657,046	2,604,409	21,367,788	23,972,197
1923.....	386,883	204,103	2,083,391	2,674,377	—	—	—

ONTARIO—Receipts—ONTARIO—Recettes

Year—Année	Elementary Schools—Ecoles élémentaires				Secondary Schools — Ecoles secondaires		Grand Total
	Gov. Grants — Subv. du gouvernement	Local Assessments — Taxes locales	Clergy Reserve Fund and Other Sources — Fonds de réserve du clergé et autres sources	Total	Gov. Grants — Subv. du gouvernement	Total	
\$	\$	\$	\$	\$	\$	\$	
1913.....	778,150	9,856,380	4,025,284	14,659,814	315,573	3,686,267	18,146,081
1914.....	760,845	12,608,865	4,069,565	17,439,275	330,766	4,857,434	22,296,712
1915.....	849,872	11,810,023	4,089,210	16,749,105	254,903	3,352,731	20,101,836
1916.....	831,988	11,010,356	4,237,738	16,080,082	249,998	3,380,927	19,461,009
1917.....	907,846	12,193,439	4,168,000	17,269,285	249,821	3,412,115	20,681,400
1918.....	970,585	13,114,725	4,278,957	18,364,267	345,535	3,931,788	22,296,055
1919.....	1,316,529	14,364,049	6,912,656	22,593,234	381,462	4,437,247	27,030,481
1920.....	1,612,837	18,766,800	9,413,521	29,793,158	801,059	6,102,956	35,896,114
1921.....	2,454,018	21,195,263	11,461,271	35,110,552	1,021,693	8,745,050	43,855,602
1922.....	2,976,712	22,842,180	12,805,773	38,624,665	1,063,323	11,608,199	50,232,864

113.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces—Continued

113.—Budgets de l'instruction publique au Canada, par provinces—suite

ONTARIO—Expenditure—Dépenses

Year—Année	Elementary Schools—Ecoles élémentaires					Secondary Schools—Ecoles secondaires	Grand Total
	Teachers' Salaries— Traitement des instituteurs	Sites, etc. Achat d'emplacements, etc.	Apparatus, Etc.— Appareils, etc.	Rent, Etc.— Loyer, etc.	Total		
	\$	\$	\$	\$	\$	\$	\$
1913.....	6,648,255	2,869,830	149,167	2,658,655	12,325,907	2,942,384	15,268,291
1914.....	7,203,034	4,626,030	167,283	2,854,621	14,850,968	3,739,065	18,590,533
1915.....	7,614,110	3,561,951	177,038	2,914,377	14,267,476	2,781,768	17,049,244
1916.....	7,929,490	2,232,110	192,212	2,998,093	13,351,905	2,794,402	16,146,307
1917.....	8,398,450	1,987,644	290,207	3,435,534	14,111,835	2,743,596	16,855,431
1918.....	9,027,151	1,242,642	169,136	4,737,794	15,176,723	3,412,167	18,588,890
1919.....	10,160,399	2,870,349	302,046	5,518,833	18,851,627	3,795,816	22,647,443
1920.....	13,070,038	4,792,571	333,288	7,020,615	25,216,512	5,409,923	30,626,435
1921.....	15,473,049	5,605,341	418,370	8,218,033	29,714,793	7,024,771	36,739,564
1922.....	16,690,982	6,284,139	480,483	8,465,280	31,920,884	9,495,920	41,416,804

MANITOBA—Receipts—Recettes

Year—Année	Legislative Grants— Subv. du gouvernement	Municipal Taxes— Taxes municipales	Debentures— Emissions d'obligations	Promissory Notes— Emprunts sur billets	Sundries— Diverses	Balance from previous yrs.— Report des ann. précéd.	Total
	\$	\$	\$	\$	\$	\$	\$
1913.....	351,745	2,198,459	987,457	960,215	213,283	302,407	5,013,566
1914.....	390,582	2,673,449	1,545,042	396,459	150,429	518,388	5,674,349
1915.....	468,335	3,047,670	1,738,926	2,071,397	122,974	466,837	7,916,139
1916.....	503,774	3,296,667	344,673	2,080,204	239,176	609,982	7,074,476
1917.....	522,293	3,445,239	321,370	947,486	108,046	376,318	5,720,752
1918.....	616,977	3,736,452	240,855	1,142,289	133,111	416,194	6,285,878
1919.....	589,147	4,200,519	188,931	1,165,751	264,710	508,348	6,917,406
1920.....	691,981	4,947,186	402,181	2,208,019	432,110	436,168	9,117,644
1921.....	822,186	6,922,864	2,250,073	2,773,212	280,644	457,312	13,506,292
1922.....	1,058,292	7,991,517	1,832,134	2,613,709	242,840	563,183	14,301,675
1923.....	1,011,048	8,173,986	314,519	3,135,722	308,438	894,229	13,837,943

MANITOBA—Expenditure—Dépenses

Year—Année	Teachers' Salaries— Traitements des instituteurs	Building, Etc.— Construc-tions, etc.	Fuel— Chauffage	Repairs and Caretaking— Réparations et concierges	Salary of Sec.-Treas.— Appointe-ments des sec.-trésoriers
	\$	\$	\$	\$	\$
1913.....	1,734,854	1,420,882	99,918	132,222	32,493
1914.....	1,861,809	1,426,758	146,664	242,270	37,684
1915.....	2,066,440	1,358,533	110,049	379,318	65,025
1916.....	2,195,226	823,266	165,697	358,315	41,530
1917.....	2,314,006	382,988	171,462	385,226	19,806
1918.....	2,382,840	440,211	197,258	418,660	46,249
1919.....	2,648,320	556,072	243,155	372,323	51,553
1920.....	3,296,035	958,933	354,076	479,192	96,086
1921.....	4,335,529	2,081,176	393,160	741,058	91,412
1922.....	5,016,903	1,947,527	512,016	746,642	140,414
1923.....	5,081,809	1,276,288	433,882	659,134	146,797

Year—Année	Principal of Debentures— Capital des obligations	Interest on Debentures— Intérêt sur obligations	Promissory Notes— Billets payés	Other Expenditures— Diverses	Total
	\$	\$	\$	\$	\$
1913.....	249,030	96,979	838,162	387,255	5,036,795
1914.....	230,523	250,392	1,412,515	471,105	6,079,720
1915.....	184,910	344,476	2,260,906	347,241	7,118,898
1916.....	194,257	409,193	2,132,286	338,459	6,658,229
1917.....	241,223	155,619	1,196,806	466,166	5,333,302
1918.....	360,134	357,409	1,053,581	651,031	5,909,383
1919.....	391,332	400,754	1,305,433	649,888	6,818,740
1920.....	347,356	439,946	1,802,294	1,053,174	8,827,092
1921.....	420,323	496,565	3,049,437	1,470,545	13,079,205
1922.....	485,365	610,418	2,666,434	1,439,055	13,564,824
1923.....	596,878	625,196	2,789,178	1,390,092	12,999,254

113.—Canadian Publicly Controlled Schools: Receipts and Expenditures by Provinces—Continued
113.—Budgets de l'Instruction publique au Canada, par provinces—suite

SASKATCHEWAN—Receipts—Recettes

Year — Année	Elementary Schools—Ecoles élémentaires					Secondary Schools — Ecoles secondaires		Grand Total
	Gov. Grants — Subv. du gouvernement	Local Assessments — Taxes locales	Debentures — Emissions d'obligations	Other Sources — Autres sources	Total	Gov. Grants — Subv. du gouvernement	Total	
	\$	\$	\$	\$	\$	\$	\$	
1913.....	722,002	2,913,135	2,075,375	2,649,910	8,360,422	42,163	461,260	8,821,682
1914.....	867,590	4,451,326	1,037,587	2,180,074	8,536,577	53,019	483,834	9,020,411
1915.....	980,296	3,997,392	1,009,025	2,441,780	8,428,493	70,349	512,334	8,940,827
1916.....	969,709	4,694,242	649,300	2,999,443	9,312,694	77,158	593,144	9,905,838
1917.....	1,104,156	4,954,200	—	4,213,371	10,271,727	83,496	704,485	10,976,212
1918.....	1,162,490	5,618,192	455,777	1,874,459	9,110,925	90,793	276,161	9,387,086
1919.....	1,255,094	7,121,046	1,105,602	2,012,422	11,494,164	83,925	355,741	11,849,905
1920.....	1,229,934	8,826,175	1,516,765	2,341,770	13,914,643	107,133	444,791	14,359,434
1921.....	1,346,459	9,619,615	1,475,882	2,546,736	14,988,692	145,151	4,020,432	19,009,124
1922.....	1,779,228	10,090,401	631,219	2,026,888	14,527,736	191,912	601,130	15,128,866

SASKATCHEWAN—Expenditure—Dépenses

Year — Année	Elementary Schools—Ecoles élémentaires						Secondary Schools — Ecoles secondaires		Grand Total
	Teachers' Salaries — Traitements des instituteurs	Debentures — Obligations	Notes (renewals and interest) — Billets et intérêts	School Buildings, Etc. — Batiments scolaires, etc.	Care-taking, Etc. — Chauffage etc.	Total Expenditure — Total des dépenses	Teachers' Salaries — Traitements des instituteurs	Total ¹	
	\$	\$	\$	\$	\$	\$	\$	\$	
1913...	2,059,456	678,430	2,605,280	1,898,101	294,710	8,327,179	131,414	460,725	8,787,904
1914...	2,588,669	975,508	2,317,158	1,429,173	369,802	8,588,462	150,808	483,834	9,072,296
1915...	2,817,412	—	—	1,253,187	—	8,163,897	157,850	501,960	8,665,857
1916...	2,956,666	—	—	1,105,765	—	9,211,390	175,098	580,628	9,792,018
1917...	3,303,929	—	—	1,136,599	—	10,117,716	190,703	686,392	10,804,108
1918...	3,831,942	1,020,574	1,588,995	845,974	—	9,183,975	209,085	703,110	9,477,085
1919...	4,813,000	809,999	1,737,892	1,369,833	—	11,370,083	235,460	350,685	11,720,768
1920...	5,940,869	813,266	2,178,134	1,928,150	—	14,141,198	325,497	468,477	14,609,675
1921...	6,890,376	864,304	2,169,914	1,702,377	—	15,074,266	382,824	538,065	15,612,331
1922...	6,812,680	1,379,574	2,026,119	434,531	—	14,211,999	410,437	694,825	14,906,824

The items for 1918-1922 do not include promissory notes.—En 1918-1922 le montant des billets souscrits est exclu du total.

ALBERTA—Receipts—Recettes

Year—Année	Gov. Grants — Subv. du gouvernement	Local Assessments — Taxes locales	Debentures — Emissions d'obligations	Notes — Billets	Other Sources — D'autres sources	Total
	\$	\$	\$	\$	\$	\$
1913.....	461,289	2,901,214	3,497,863	1,959,495	228,650	9,048,511
1914.....	507,682	3,028,776	966,350	2,771,380	279,324	7,553,512
1915.....	540,325	3,733,323	951,205	2,473,976	258,865	7,957,604
1916.....	553,141	3,749,007	155,883	1,105,538	1,203,814	6,767,383
1917.....	652,557	3,657,510	268,102	1,451,229	497,479	6,526,878
1918.....	625,830	5,132,232	433,126	1,173,546	195,990	7,560,724
1919.....	713,083	5,601,713	655,960	1,388,000	410,236	8,768,992
1920.....	885,524	6,894,401	865,195	1,948,257	279,776	10,873,153
1921.....	1,146,722	7,432,936	814,008	2,321,144	323,242	12,038,052
1922.....	1,241,518	7,475,582	1,262,120	2,232,254	1,154,226	13,414,351

113.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces—Concluded

113.—Budgets de l'instruction publique au Canada, par provinces—fin

ALBERTA—Expenditure—Dépenses

Year—Année	Teachers' Salaries Trait. des instituteurs	Officials' Salaries Trait. du personnel	Debentures Obligations	Notes Billets	Buildings Bâtiments scolaires	Other Expenditure Autres dépenses	Total Expenditure Total des dépenses
	\$	\$	\$	\$	\$	\$	\$
1913.....	1,672,526	180,165	594,051	3,160,030	1,816,203	1,261,211	8,684,186
1914.....	2,050,679	179,453	815,062	2,350,462	1,324,470	1,114,747	7,834,891
1915.....	2,244,964	185,616	1,065,437	2,731,279	443,641	1,294,533	7,965,470
1916.....	2,421,404	230,931	956,563	1,266,884	325,297	920,535	6,121,614
1917.....	2,620,085	193,484	1,100,181	1,068,058	414,105	1,199,649	6,595,562
1918.....	2,860,352	198,870	1,054,044	1,598,757	604,891	1,179,777	7,496,691
1919.....	3,560,318	225,242	1,051,171	1,503,944	765,934	1,698,920	8,805,529
1920.....	4,371,508	258,249	1,053,328	1,785,432	1,092,863	2,082,949	10,644,329
1921.....	5,213,011	298,003	1,141,660	2,218,782	1,120,851	2,142,181	12,134,488
1922.....	5,428,826	283,873	1,183,983	2,457,356	999,787	2,004,543	12,358,371

BRITISH COLUMBIA—Expenditure—COLOMBIE-BRITANNIQUE—Dépenses

Year—Année	Provincial Government Gouvernement provincial	Cities, Municipalities, Rural and Assisted Schools Ecoles de cités et villes, rurales et subventionnées	Total
	\$	\$	\$
1913.....	1,663,003	2,995,892	4,658,895
1914.....	1,885,654	2,749,223	4,634,877
1915.....	1,607,651	2,309,795	3,917,446
1916.....	1,591,322	1,625,028	3,216,350
1917.....	1,600,125	1,637,539	3,237,664
1918.....	1,653,797	1,865,218	3,519,015
1919.....	1,791,154	2,437,566	4,228,720
1920.....	2,155,935	3,314,246	5,470,180
1921.....	2,931,572	4,238,458	7,170,030
1922.....	3,141,738	4,691,840	7,833,578
1923.....	3,176,686	4,453,323	7,630,009

114.—Canadian Publicly Controlled Schools: Cost per Pupil enrolled, by Provinces, 1911-23

114.—Écoles du Canada sous le contrôle administratif: Coût par élève inscrit et par province, 1911-23

Year—Année	P.E.I. I.P.-É.	N.S. N.-É.	N.B. N.-B.	Que. Qué.	Ont.	Man. ¹	Sask. ¹	Alta. ¹	B.C. C.-B.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1911.....	9 49	12 89	12 75	16 55	23 26	42 46	40 39	—	53 42
1912.....	13 92	13 28	13 34	17 55	25 50	—	54 02	—	74 39
1913.....	11 10	14 13	13 52	23 25	27 96	50 18	60 93	40 19	81 19
1914.....	12 06	14 63	14 11	19 36	32 81	49 70	59 27	46 43	74 81
1915.....	14 11	15 24	14 71	24 35	29 74	48 11	—	44 69	60 96
1916.....	13 24	14 84	15 70	25 30	28 57	43 60	—	44 09	49 81
1917.....	13 81	16 08	15 90	28 49	29 74	38 80	—	45 39	49 72
1918.....	14 43	17 29	18 50	29 38	31 43	44 16	52 12	46 81	52 12
1919.....	16 25	19 60	21 54	32 58	38 73	46 34	60 79	52 89	58 73
1920.....	17 87	25 00	24 09	36 00	47 57	54 09	71 07	58 06	69 03
1921.....	20 80	31 44	30 91	40 35	54 31	74 48	73 08	61 24	83 42
1922.....	21 21	31 92	34 17	42 02	63 25	79 62	70 03	60 14	85 23
1923.....	28 17	30 42	33 96	—	—	71 71	—	—	80 40

¹ Money borrowed by note not included in expenditure—L'argent emprunté sur billets est exclu des dépenses.

115.—Canadian Publicly Controlled Schools: Cost per Pupil in Average Attendance, by Provinces, 1911-23

115.—Écoles du Canada sous le contrôle administratif: Coût par élève présent à l'école et par province, 1911-23

Year—Année	P.E.I. I.P.-É.	N.S. N.-É.	N.B. N.-B.	Que. Qué.	Ont.	Man.	Sask.	Alta.	B.C. C.-B.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1911.....	16 18	21 70	20 54	21 35	38 59	75 42	76 21	—	74 95
1912.....	21 69	21 70	21 13	22 32	41 60	—	89 57	—	103 35
1913.....	17 71	22 64	21 22	26 61	44 85	87 18	110 58	69 90	108 08
1914.....	19 51	23 37	22 37	24 37	52 02	79 44	103 84	76 55	94 34
1915.....	22 20	23 34	22 12	30 23	45 12	71 28	—	71 16	74 59
1916.....	21 44	23 40	23 85	31 47	44 04	68 02	—	72 53	63 22
1917.....	22 19	25 01	24 43	35 93	45 61	59 75	—	74 82	61 58
1918.....	22 75	27 56	28 56	37 21	54 04	69 22	86 66	75 87	64 28
1919.....	26 21	32 01	34 97	46 06	58 25	73 82	97 79	85 99	74 59
1920.....	28 22	40 67	37 46	47 88	72 66	80 00	116 20	95 63	91 49
1921.....	31 82	47 04	45 81	51 56	82 30	111 56	112 95	87 09	104 68
1922.....	31 49	45 92	51 50	53 05	88 04	114 23	108 20	84 70	103 73
1923.....	42 49	41 79	50 03	—	—	103 36	—	—	98 13

12.—HIGHER EDUCATION—ENSEIGNEMENT SUPÉRIEUR

116.—Universities of Canada: Foundation, Affiliation, Faculties, and Degrees

Name and Address	Date of		Affiliation to other Universities	Faculties	Degrees
	Original Foundation	Present Charter			
University of St. Dunstan's, Charlottetown, P.E.I.	1855	—	Laval.	Arts, Preparatory Commercial and Theology.	B.L., B.A., B.Sc., Ph.M.
University of Kings' College Windsor, N.S.	1789	1802	Oxford and Cambridge.	Arts, Divinity.	B.A., M.A., B.D., D.D.
Dalhousie University, Halifax, N.S.	1818	1863	Oxford and Cambridge.	Arts and Science, Law, Medicine and Dentistry.	B.A., M.A., B.Sc., L. Mus., M.Sc., B. Mus., Phm.B., LL.B., M.D. C.M., D.D.S., LL.D.
Acadia University, Wolfville, N.S.	1838	1840	Oxford, Dalhousie and McGill, Nova Scotia Technical.	Arts, Divinity, Law, Science, Applied Science, Literature.	B.A., B.Sc., B.Th., and M.A.
University of St. Francis Xavier, Antigonish, N.S.	1855	1909	—	Arts, Science, Engineering, Law.	B.A., M.A., B.Sc., LL.D.
University of New Brunswick, Fredericton, N.B.	1800	1860	Oxford, Cambridge, Dublin, McGill.	Arts, Applied Science, Partial Course in Law.	B.A., M.A., B.Sc., in Civil Engineering, Electrical Engineering, or Forestry, D.Sc.
Mount Allison University, Sackville, N.B.	1858	1886-1923	Dalhousie, Oxford and Cambridge.	Arts, Theology, Engineering.	B.A., M.A., B.Sc., B.D.
University of St. Joseph's College, St. Joseph, N.B.	1864	1898	Oxford.	Arts, Science.	B.A., B.S., B.L., B.C.S., M.A.
McGill University, Montreal, Que.	1821	1852	Acadia, Mount Allison, St. Francis Xavier, Alberta, are affiliated to McGill in the Faculty of Applied Science.	Arts, Applied Science, Law, Medicine Agriculture.	B.A., M.A., B.C.L., D.C.L., LL.D., B.Sc., D. Sc., D.D.S., M.Sc., Mus. Bac., Mus. Doc., B.S.A., D.Sc., B. Arch., M.D., C.M., D. Litt., Ph.D., LL.B., LL.M., B.Com., LL.B., LL.M., B.Com., D.D., D.C.L., Mus., Bac., Mus. Doc., L.S.T.
University of Bishop's College, Lennoxville, Que.	1843	1853	Oxford and Cambridge.	Arts, Divinity, Medicine and Law.	B.A., M.A., B.D., D.D., D.C.L., Mus., Bac., Mus. Doc., L.S.T.
Laval University, Quebec, Que.	1852	1852	—	Theology, Law, Medicine, Arts.	M.A., B.A., B.S., B.L., Ph. D., Ph. L., Ph.B., M.D., M.B., LL.B., LL.L., LL.D., D.B., D.L., D.D., C.L.B., C.L.L., C.L.D.
University of Montreal, Montreal, Que.	1878	1920	—	Theology, Law, Medicine, Arts, Dom. Sc. Drawing, Music.	Bachelor, Licenciata, Doctor.
University of Toronto, Toronto, Ont.	1827	1906	Oxford, Cambridge and Dublin.	Arts, Medicine, Applied Science, Engineering, Agriculture, Forestry, Education, Household Science.	B.A., M.A., Ph.D., LL.B., LL.M., LL.D., Mus. Bac., Mus. Doc., M.B., M.D., B.A.Sc., M.A.Sc., C.E., E.E., M.E., B. Paed., D. Paed., B.S.A., B.Sc. A., B.Sc.F., F.E., D.D.S., Phm. B. B.V.Sc., D.V. Sc.
Victoria University, Toronto, Ont.	1836	1836	Toronto.	Arts and Theology.	B.D., D.D.
University of Trinity College, Toronto, Ont.	1851	1852	Toronto.	Arts and Divinity.	L.Th., B.D., D.D.
Western University, London, Ont.	1878	1908	—	Arts, Medicine and Public Health, Music.	B.A., M.A., M.D., LL.D., D.Sc., D.P.H. Mus. Bach.
Queen's University, Kingston, Ont.	1841	1841	—	Arts, Science, Engineering, Medicine, Theology.	B.A., M.A., B.Sc., D.Sc., M.Sc., M.D., M.B., LL.D., B.D., D.D., B. Paed., D. Paed., B. Com.
University of Ottawa, Ottawa, Ont.	1849	1866	—	Theology, Philosophy, Law, Arts and Commercial.	LL.D., D.D., B.Ph., D.Ph., B.A., M.A.
McMaster University, Toronto, Ont.	1857	1887	Oxford, Cambridge, London.	Arts, Theology.	B.A., M.A., B.Sc., B.Th., B.D.
University of Manitoba, Winnipeg, Man.	1877	1877	—	Arts, Science, Law, Medicine, Engineering, Architecture, Pharmacy, Agriculture.	B.A., M.A., B.Sc., M.D., C.M., B.C.E., B.E.E., M.C.E., M. E.E., B.M.E., B.Arch. Phm.B., B.S.A., LL. B., LL.D.
University of Saskatchewan, Saskatoon, Sask.	1907	1907	Oxford.	Arts, Science, Law, Agriculture, Pharmacy, Accounting, Education, Veterinary Medicine.	B.A., B.Sc., B.S.A., B.E., LL.B., M.A., M.Sc.
University of Alberta, Edmonton, Alberta.	1906	1910	Oxford, McGill and Toronto.	Arts and Sc., App. Sc., Agriculture, Medicine, Dentistry, Law, Pharmacy and Accountancy.	B.A., B.Sc., M.A., B.S.A., M.Sc., LL.B., Phm. B., B.D., LL.D.
University of British Columbia, Vancouver, B.C.	1907	1908	—	Arts, Applied Science and Agriculture.	B.A., B.Sc.

¹ King's College hitherto located at Windsor, N.S. has removed to Halifax and entered into a close federation with Dalhousie University—King's restricts herself thereby to Divinity and the freshman work in Arts.

116.—Universités canadiennes: fondation, affiliation, facultés et diplômes

Nom et siège	Date de la		Affiliation à d'autres universités	Facultés	Diplômes
	Fonda- tion	Charte actuelle			
Université St. Dunstan, Charlottetown, I.P.-E..	1855	—	Laval.	Lettres, cours prépara- toires, Commerce et Théologie.	B.L., B.A., B.Sc., Phm.
Université de King's College Windsor, N.-E.....	1789	1802	Oxford et Cam- bridge.	Lettres, droit, sciences, théologie.	B.A. M.A., B.Sc., D.Sc., M.Sc., B.C.L., D.C.L. B.D., D.D.
Université Dalhousie, Hali- fax.	1818	1863	Oxford et Cam- bridge.	Lettres et sciences, droit médecine et art den- taire.	B.A., M.A., B.Sc., L. Mus., M.Sc., B.Mus., Phm.B., LL.B., M.D., C.M., D.D.S., LL.D. B.A., B.Sc., B.Th. et M.A.
Université Acadia, Wolfville, N.-E.	1838	1840	Oxford, Dalhousie et McGill, Collège Tech. de la N.-E.	Lettres, théologie, droit, sciences, sciences ap- pliquées, littérature.	B.A., M.A., B.Sc., L.L.D.
Université de St-François- Xavier, Antigonish, N.-E.	1855	1909	—	Lettres, Sciences, génie civil, droit.	B.A., M.A., B.Sc., L.L.D.
Université du Nouveau- Brunswick, Fredericton, N.-B.	1800	1860	Oxford, Cambridge, Dublin, McGill.	Lettres, sciences appli- quées, droit (partielle- ment).	B.A., M.A., B.Sc., pour ingénieurs civils, élec- triciens ou forestiers, D.Sc.
Université Mount Allison, Sackville, N.-B.	1858	1886-1913	Dalhousie, Oxford et Cambridge.	Lettres, théologie, génie civil.	B.A., M.A., B.Sc., B.D.
Université du Collège St- Joseph, St-Joseph, N.-B.	1864	1898	Oxford.	Lettres, sciences.	B.A., B.S., B.L., B.C.S., M.A.
Université McGill, Montréal, Qué.	1821	1852	Les universités Aca- dia, Mt. Allison, St-François-Xa- vier et Alberta sont affiliées à la Faculté des scien- ces appliquées de McGill.	Lettres, sciences appli- quées, droit, médeci- ne, agriculture.	B.A., M.A., B.C.L., D.C.L., LL.D., B.Sc., D.Sc., D.D.S., M.Sc., B.Mus., D. Mus., B. S.A., D.Sc., B. Arch., M.D., C.M., D. Litt., Ph.D. LL.B., LL.M. B., Com., B.H.S.
Université Bishop's College Lennoxville, Qué.	1843	1853	Oxford et Cam- bridge.	Lettres, théologie, mé- decine, droit.	B.A., M.A., B.D., D.D., D.C.I., Mus. Bac., Mus. Doc., L.S.T.
Université Laval, Québec, Qué.	1852	1852	—	Théologie, droit, mé- decine, lettres.	M.A., B.A., B.S., B.L., Ph. D., Ph.L., Ph.B., M.D., M.B., LL.B., LL.L., LL.D., D.B., D.L., D.D., C.L.B., C.L.L., C.L.D.
Université de Montréal, Montréal, Qué.	1878	1920	—	Théologie, droit, méde- cine, lettres, sc. ména- gères, dessin, musique	Bachelier, licencié, doc- teur.
Université de Toronto, To- ronto, Ont.	1827	1906	Oxford, Cambridge et Dublin.	Lettres, médecine, scien- ces appliquées, génie civil, agriculture, syl- viculture, pédagogie, science ménagère.	B.A., M.A., Ph.D., LL. B., LL.M., LL.D. Mus. Bac., Mus. Doc., M.B., M.D., B.A.Sc., M.A.Sc., C.E., E.E., M.E., B. Pæd., D. Pæd., B.S.A., B.Sc.A. B.Sc.F., F.E., D.D.S. Phm. B., V.B.Sc., D.V.Sc.
Université Victoria, Toronto,	1836	1836	Toronto.	Lettres, théologie.	B.D., D.D.
Université Trinity College... Toronto, Ont.	1851	1852	Toronto.	Lettres, théologie.	L.Th., B.D., D.D.
Université, Western, London, Ont.	1878	1908	—	Lettres, médecine et hygiène publique, mu- sique.	B.A., M.A., M.D., LL.D., D.Sc., D.P.H. Mus. Bach.
Université Queen's, Kingston, Ont.	1841	1841	—	Lettres, sciences, génie civil, médecine, théo- logie.	B.A., M.A., B.Sc., D.Sc., M.Sc., M.D., M.B., LL.D., B.D., D.D., B. Pæd., D. Pæd., B. Com.
Université d'Ottawa, Otta- wa, Ont.	1849	1866	—	Théologie, philosophie, droit, lettres et com.	LL.D., D.D., B.Ph., D.Ph., B.A., M.A.
Université McMaster, To- ronto, Ont.	1857	1887	Oxford, Cambridge, Londres.	Lettres, théologie.	B.A., M.A., B.Sc., B.Th., B.D.
Université du Manitoba, Winnipeg, Man.	1877	1877	—	Lettres, sciences, droit, médecine, génie civil, architecture, pharma- cie, agriculture.	B.A., M.A., B.Sc., M.D., C.M., B.C.E., B.E.E., M.C.E., M. E.E., B.M.E., B. Arch. Phm. B., B.S.A., LL. B., LL. D.
Université de la Saskatche- wan, Saskatoon, Sask.	1907	1907	Oxford.	Lettres, sciences, droit, agriculture, génie civil, pharma., comptabilité, pédagogie, méd. vét.	B.A., B.Sc., B.S.A., B.E., LL.B., M.A., M.Sc.
Université de l'Alberta, Ed- monton, Alberta.	1906	1910	Oxford, McGill et Toronto.	Lettres et sciences, scien- ces appliquées, agricul- ture, médecine, art dentaire, droit, écoles de pharmacie et de comptabilité.	B.A., B.Sc., M.A., B.S.A., M.Sc., LL.B., Phm. B.B.D., LL.D.
Université de la Colombie Brit., Vancouver, C.-B.	1907	1908	—	Lettres, sciences appli- quées et agriculture.	B.A., B.Sc.

¹ King's College, autrefois de Windsor, N.-E., a été transporté à Halifax et est intimement associé à l'Université Dalhousie. Il limite son enseignement à la théologie et à la première année de la faculté des arts.

DOMINION BUREAU OF STATISTICS

117.—Universities of Canada: Number of Teaching Staff in the Various faculties, 1922-23—Universités du Canada: Personnel enseignant des différentes facultés, 1922-23

Name and Address of University Nom et siège		Sex Sexe	Professors and Instructors—Professeurs et répétiteurs										Total (excluding duplicates) Total (sans double emploi)	
			Preparatory Préparatoires	Arts and Science Lettres et sciences	Engineering Génie	Law Droit	Medicine Médecine	Pharmacy Pharmacie	Theology Théologie	All Others Tous autres	M.—H.	F.—F.	Total	
St. Dunstan's University, Charlottetown, P.E.I.....	M.	4	12	—	—	—	—	—	3	16	—	16	16	
University of King's College, Windsor, N.S.....	F.	—	12	2	11	—	—	4	—	26	1	27	27	
Dalhousie University, Halifax, N.S.....	M.	—	27	2	16	42	6	—	18	111	3	114	114	
Acadia University, Wolfville, N.S.....	F.	—	21	6	—	2	—	—	—	21	2	23	23	
University of St. Francis Xavier, Antigonish, N.S.....	M.	5	18	—	—	—	—	—	9	27	3	30	30	
University of New Brunswick, Fredericton, N.B.....	F.	—	9	9	—	—	—	—	10	19	—	19	19	
University of Mt. Allison, Sackville, N.B.....	F.	—	17	12	—	—	—	7	—	20	—	20	20	
University of St. Joseph's College, St. Joseph, N.B.....	F.	22	14	—	—	—	—	—	—	36	—	36	36	
McGill University, Montreal, Que.....	M.	—	153	76	17	164	5	—	147	383	34	417	417	
Bishop's College, Lenoxxville, Que.....	F.	4	10	—	—	—	—	—	27	10	—	10	10	
University of Laval, Que., Que.....	F.	99	20	—	18	29	4	17	49	236	15	251	251	
University of Montreal, Montreal, Que.....	M.	150	229	23	17	79	14	15	110	637	295	932	932	
University of Toronto, Toronto, Ont.....	M.	154	12	96	—	213	—	—	29	532	48	580	580	
Victoria University, Toronto, Ont.....	F.	—	19	—	—	8	—	12	22	34	2	36	36	
University of Trinity College, Toronto, Ont.....	F.	—	27	—	—	—	—	11	—	27	3	30	30	
Western University, London, Ont.....	M.	—	3	—	—	55	—	—	40	105	13	118	118	
Queen's University, Kingston, Ont.....	F.	—	20	—	—	1	—	5	3	157	4	161	161	
University of Ottawa, Ottawa, Ont.....	M.	—	47	48	—	47	—	—	6	109	91	200	200	
McMaster University, Toronto, Ont.....	F.	62	39	—	—	—	—	8	—	20	—	20	20	
University of Manitoba, Winnipeg, Man.....	M.	91	13	—	—	—	—	6	—	132	8	140	140	
University of Saskatchewan, Saskatoon, Sask.....	M.	—	44	11	—	74	2	—	1	88	14	102	102	
University of Alberta, Edmonton, Alta.....	F.	—	43	13	7	—	—	3	45	118	7	125	125	
University of British Columbia, Vancouver, B.C.....	M.	—	44	31	15	42	—	—	1	109	16	125	125	
Total.....		592	1,110	335	101	757	40	92	632	2,973	559	3,532	3,532	

118.—Universities of Canada: Staff and Students, 1914-1923

118.—Universités du Canada: Personnel enseignant et étudiants, 1914-1923

Name—Nom	1914-15		1915-16		1916-17		1918-19	
	Staff Personnel	Students Etudiants	Staff Personnel	Students Etudiants	Staff Personnel	Students Etudiants	Staff Personnel	Students Etudiants
St. Dunstan's.....	—	—	—	—	—	—	—	—
King's College.....	11	85	14	57	12	43	14	123
Dalhousie.....	73	339	80	339	76	292	88	344
Acadia.....	19	209	19	120	23	155	23	319
St. Francis Xavier.....	20	220	20	242	—	—	21	126
New Brunswick.....	13	112	11	116	13	81	14	68
Mount Allison.....	23	223	24	201	19	151	20	224
St. Joseph's College.....	—	—	30	344	28	340	35	111
McGill.....	246	1,333	254	1,333	232	1,168	322	2,444
Bishop's College.....	9	52	9	53	8	63	15	104
Laval.....	70	368	140	1,189	71	1,114	79	686
Montreal.....	287	3,015	304	3,314	845	4,205	841	5,460
Toronto.....	401	4,428	398	3,868	440	3,246	525	3,356
Victoria.....	28	685	27	406	26	331	22	369
Trinity College.....	20	99	22	96	21	99	25	153
Western.....	58	192	179	137	69	138	65	216
Queen's.....	105	2,009	126	1,293	127	1,225	124	1,522
Ottawa.....	45	750	47	730	47	640	47	760
McMaster.....	21	268	21	265	21	205	19	205
Manitoba.....	47	905	51	699	46	959	186	1,462
Saskatchewan.....	57	406	54	289	2315 20	2407 106	55	769
Alberta.....	51	418	42	418	87	335	76	618
British Columbia.....	38	379	38	368	—	—	—	538

Name—Nom	1919-20		1920-21		1921-22		1922-23	
	Staff Personnel	Students Etudiants	Staff Personnel	Students Etudiants	Staff Personnel	Students Etudiants	Staff Personnel	Students Etudiants
St. Dunstan's.....	10	232	14	241	14	230	16	231
King's College.....	18	129	23	151	21	144	27	109
Dalhousie.....	86	622	93	688	106	720	114	753
Acadia.....	23	330	24	333	22	307	23	293
St. Francis Xavier.....	20	267	15	323	19	214	30	450
New Brunswick.....	11	177	14	138	12	168	19	137
Mount Allison.....	28	246	21	259	20	265	20	250
St. Joseph's College.....	40	389	36	400	38	375	36	349
McGill.....	315	3,319	344	3,045	360	2,841	417	3,875
Bishop's College.....	8	71	9	62	9	83	10	73
Laval.....	293	1,263	816	9,872	265	2,019	251	2,219
Montreal.....	821	5,495	392	3,511	745	6,398	932	9,423
Toronto.....	572	5,237	559	5,060	551	5,349	580	6,067
Victoria.....	32	575	31	598	34	614	36	635
Trinity College.....	23	166	25	147	30	182	30	176
Western.....	59	255	75	363	101	581	118	614
Queen's.....	159	2,578	169	2,351	112	2,562	161	2,588
Ottawa.....	73	800	171	2,743	186	3,135	200	3,566
McMaster.....	22	281	22	292	22	301	20	321
Manitoba.....	184	2,013	198	1,390	153	2,426	140	2,844
Saskatchewan.....	63	1,637	80	1,136	85	1,040	102	1,380
Alberta.....	84	1,106	84	1,106	127	1,285	125	1,314
British Columbia.....	64	1,530	117	1,159	110	1,231	125	1,559

¹ Teaching Staff employed full time 27, part time 52—Personnel consacrant tout son temps à l'enseignement, 27: une partie du temps, 52.

² Winter Sessions (In addition 212 returned soldiers took vocational courses and 500 others took short courses of 3 weeks.

³ Summer Sessions }
⁴ Cours d'hiver } En plus, 212 vétérans ont suivi des cours d'apprentissage, et 500 autres des cours abrégés de 3 semaines.
⁵ Cours d'été }

119.—Universities of Canada: Number of Students attending Universities outside their Province of Residence, 1922-23

119.—Universités du Canada: nombre d'étudiants fréquentant les universités d'une province autre que la leur, 1922-23

Province in which University is located Province dans laquelle l'université est située	Place of Residence of Students—Domicile des étudiants										Total	
	P.E.I. I.P.-E.	N.S. N.-E.	N.B. N.-B.	Que. Qué.	Ont.	Man.	Sask.	Alta.	B.C. C.-B.	Dis- tricts		Outside Canada Hors du Canada
P.E. Island—Île du P.-Écoulard...	—	2	11	18	—	—	—	—	—	—	8	39
Nova Scotia—Nouvelle-Ecosse...	47	—	188	5	13	—	2	2	4	—	79	340
N. Brunswick.....	17	102	—	54	2	1	—	2	—	—	87	265
Quebec—Québec.....	152	119	148	—	596	104	55	104	122	—	635	2,035
Ontario.....	17	83	44	584	—	70	200	134	144	4	283	1,563
Manitoba.....	1	1	2	2	21	—	152	8	15	—	17	219
Saskatchewan.....	4	11	4	1	24	8	—	10	6	—	47	115
Alberta.....	4	15	8	2	34	15	56	—	37	1	35	207
Br. Columbia—Col.-Britannique..	—	1	1	—	3	—	2	2	—	—	18	27
Total.....	242	334	406	666	693	198	467	262	328	5	1,209	4,810

120.—Universities of Canada: Number of Students in the Various Faculties, 1922-23

	Name and Address of University — Nom et Siège	Sex — Sexe	Arts, Pure Science Philosophy, etc.					Agriculture	Architecture	Commerce	Dentistry	Art dentaire	Education	Education	Engineering	Génie civil	Forestry	Silviculture	Household Science — Science ménagère
			Lettres, Science, Phi- losophie, etc.																
			Preparatory courses — Cours préparatoires	Undergraduate	Bacheliers — Graduate	Licenciés et docteurs													
1	St. Dunstan's University, Char- lottetown, P.E.I.....	M.	40	85	56	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2	University of King's College, Windsor, N.S.....	M. F.	— —	— —	38 23	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	9	—	—	—
3	Dalhousie University, Halifax, N.S....	M. F.	— —	197 146	5 1	— —	— —	— —	— —	22 3	64 3	— —	— —	— —	— —	44	—	—	—
4	Acadia University, Wolfville, N.S.....	M. F.	— —	147 95	3 —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	29	—	—	—
5	University of St. Francis Xavier, Antigonish, N.S.....	M. F.	86 —	182 30	7 1	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —
	Total N.S.....		86	797	74	—	—	—	24	67	—	—	—	—	—	82	—	—	—
6	University of New Brunswick, Fred- erickton, N.B.....	M. F.	— —	37 32	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	55	13	—	—
7	University of Mt. Allison, Sackville, N.B.....	M. F.	— —	109 111	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	32	—	—	—
8	University of St. Joseph's College, St. Joseph, N.B.....	M.	286	56	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total N.B.....		286	345	2	—	—	—	—	—	—	—	—	—	—	87	13	—	—
9	McGill University, Montreal, Que....	M. F.	— 1	416 271	80 13	59 1	22 —	188 7	131 —	— —	— —	— —	— —	— —	563	—	—	—	—
10	University of Bishop's College, Len- noxville, Que.....	M. F.	8 —	29 18	4 1	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	68 —
11	Laval University, Quebec, Que.....	M. F.	1,180 —	457 83	— 138	— —	— —	66 —	— —	— —	— —	— —	— —	— —	— —	— —	30	—	—
12	University of Montreal, Montreal, Que.....	M. F.	2,568 1,568	1,199 36	227 204	108 —	14 —	421 —	208 —	301 210	— —	— —	128 —	— —	— —	— —	— —	— —	329 —
	Total Que.....		5,324	2,426	615	306	36	682	339	511	—	—	691	30	455	—	—	—	—
13	University of Toronto, Toronto, Ont..	M. F.	— —	1,182 1,105	223 81	— —	— —	— —	— —	— —	— —	140 159	740 1	50	—	—	—	—	—
14	Victoria University, Toronto, Ont...	M. F.	— —	265 281	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —
15	University of Trinity College, Tor- onto, Ont.....	M. F.	— —	76 52	17 2	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —
16	Western University, London, Ont.....	M. F.	— —	186 103	2 10	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —
17	Queen's University, Kingston, Ont....	M. F.	— —	359 247	— —	— —	— —	58 8	— —	— —	— —	— —	298	—	—	—	—	—	—
18	University of Ottawa, Ottawa, Ont...	M. F.	1,013 1,798	486 24	127 12	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —
19	McMaster University, Toronto, Ont...	M. F.	7 11	142 77	36 7	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —
	Total Ont. 2.....		2,829	3,911	517	—	—	66	—	299	1,039	50	—	—	—	—	—	—	—
20	University of Manitoba, Winnipeg, Man.....	M. F.	— —	786 491	26 11	76 —	12 —	— —	— —	— —	— —	— —	144	—	—	—	—	—	64
21	University of Saskatchewan, Saska- toon, Sask.....	M. F.	— —	285 263	6 7	155 —	— —	17 3	— —	— —	— —	— —	54	—	—	—	—	—	—
22	University of Alberta, Edmonton, Alta.....	M. F.	— —	283 210	53 29	79 8	4 —	26 3	44 —	5 —	98	—	—	—	—	—	—	—	36
23	University of British Columbia, Vancouver, B.C.....	M. F.	— —	425 431	36 13	72 5	— —	— —	— —	— —	— —	— —	184	—	—	—	—	—	—
	Total by sex.....	M. F.	5,188 3,377	7,048 3,690	1,024 421	687 14	52 —	798 213	447 3	446 369	2,378 1	93	—	—	—	—	—	—	555
	Grand total.....		8,565	10,738	1,445	701	52	821	450	815	2,379	93	—	—	—	—	—	—	555

1 Discrepancies between grand totals and totals by sex are due to cases where number by sex was not reported.

2 The total of undergraduates in Ontario is exclusive of 341 men and 333 women registered at the same time at Toronto and Victoria and Trinity. These duplicates are also excluded from the grand total. To the students enumerated above in the different faculties of the University of Toronto might be added the registration in certain Colleges affiliated to this University. For the students of these see table 122.

120.—Universités canadiennes: Étudiants dans les différentes facultés, 1922-23

	Law—Droit	Medicine — Médecine	Music—Musique	Public Health and Nursing — Puériculture et hygiène	Pharmacy—Pharmacie	Social Service—Œuvres sociales	Theology—Théologie	Veterinary Medicine — Médecine vétérinaire	Total Regular Courses		Short Courses		Correspondence	Correspondence	Other Courses—Autres cours	Total Registration excluding duplicate	Number of these also registered in affiliated Schools—Nombre de ceux déjà comptés dans les écoles affiliées
									Sex — Sexe	Total ¹	For Teachers — Pour instituteurs	For Others — Pour autres					
25	—	—	—	—	—	—	13	—	181	181	—	50	—	—	—	231	1
1	—	—	—	—	—	—	—	—	85	109	—	—	—	—	—	109	2
61	179	—	—	—	20	—	—	—	581	753	—	—	—	—	—	753	3
2	12	5	—	—	1	—	17	—	172	293	—	—	—	—	—	293	4
—	—	—	—	—	—	—	—	—	195	293	—	—	—	—	—	293	4
—	—	—	—	—	—	—	—	—	98	300	—	150	—	—	—	450	5
—	—	—	—	—	—	—	—	—	269	300	—	150	—	—	—	450	5
—	—	—	—	—	—	—	—	—	31	300	—	150	—	—	—	450	5
89	191	5	—	—	21	—	30	—	1,455	1,455	—	150	—	—	—	1,605	—
—	—	—	—	—	—	—	—	—	105	137	—	—	—	—	—	137	6
—	—	—	—	—	—	—	25	—	32	139	—	—	—	—	—	137	6
—	—	—	—	—	—	—	—	—	111	250	—	—	—	—	—	250	7
—	—	—	—	—	—	—	5	—	349	349	—	—	—	—	—	349	8
—	—	—	—	—	—	—	30	—	736	—	—	—	—	—	—	736	—
70	707	3	—	40	—	—	—	—	2,261	2,883	—	80	—	912	3,875	—	9
4	11	121	57	2	22	—	13	—	622	73	—	—	—	—	73	—	10
—	—	—	—	—	—	—	—	—	54	19	—	—	—	—	—	—	—
76	177	18	—	10	—	363	—	—	2,109	2,192	—	27	—	—	2,219	1216	11
128	302	421	—	132	31	305	19	—	83	2,192	—	—	—	—	2,219	1216	11
—	489	—	—	2	110	—	—	—	2,948	9,360	—	63	—	—	9,423	7,267	12
278	1,197	1083	57	186	163	681	19	—	14,508	14,508	—	170	—	912	15,590	8,483	—
—	911	21	—	18	—	—	—	—	3,232	5,044	165	647	211	—	6,067	882	13
—	75	26	47	329	—	—	—	—	1,812	635	—	—	—	—	635	—	14
—	—	—	—	—	—	—	85	—	350	176	—	—	—	—	176	—	15
—	—	—	—	—	—	—	4	—	285	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	23	—	116	—	—	—	—	—	—	—	—
—	153	4	—	6	—	—	6	—	60	—	—	—	—	—	—	—	—
—	8	17	—	—	—	—	—	—	345	478	47	—	14	75	614	87	16
—	258	—	—	—	—	—	14	—	133	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1,016	1,271	423	—	1,317	—	2,588	—	17
—	—	—	—	—	—	—	84	—	255	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1,710	3,544	—	—	—	22	3,566	—	18
—	—	—	—	—	—	—	37	—	1,834	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	4	—	222	321	—	—	—	—	321	—	19
—	—	—	—	—	—	—	—	—	99	—	—	—	—	—	—	—	—
—	1,400	47	68	—	347	257	—	—	11,469	11,469	635	647	1,542	97	13,967	969	—
63	250	—	—	51	—	—	—	—	1,408	2,001	85	507	—	305	2,844	—	20
2	21	—	—	4	—	—	—	—	593	—	—	—	—	—	—	—	—
53	—	—	—	49	—	—	—	—	601	855	132	393	—	—	1,380	—	21
—	—	—	—	1	—	—	—	—	254	—	—	—	—	—	—	—	—
113	124	—	—	48	—	6	—	—	737	1,013	116	—	158	54	1,314	27	22
7	21	—	—	13	—	—	—	—	276	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	717	1,194	208	157	—	—	1,559	—	23
—	—	—	—	—	—	—	—	—	477	—	—	—	—	—	—	—	—
589	3,061	463	4	350	71	990	19	—	23,172	—	—	—	—	—	—	—	—
16	143	672	149	23	439	14	—	—	10,240	—	—	—	—	—	—	—	—
605	3,204	1135	153	373	510	1,004	19	—	33,412	33,412	1,176	2,074	1,700	1,368	39,226	9,479	—

¹Les écarts entre les grands totaux et les totaux viennent des cas où les nombres ne sont pas donnés pour chaque sexe.

²Le total des bacheliers de l'Ontario ne comprend pas 341 hommes et 333 femmes enregistrés en même temps aux universités de Toronto, Victoria et Trinity. Ces doubles sont aussi exclus du grand total. On peut ajouter aux étudiants énumérés ci-dessus dans les différentes facultés de l'Université de Toronto ceux qui sont enregistrés dans certains collèges affiliés à cette université. Pour les étudiants, voir le tableau 12.

121.—Universities of Canada: Degrees Conferred, by Institution and Faculty, 1923, and by Faculty Alone, 1920-1923

	Under-Graduates or First Degrees—Sous-gradués ou baccalauréat														
Name of University Nom de l'université	Arts, etc.	Agriculture	Commerce	Dentistry—Art dentaire	Education—Pédagogie	Engineering and Applied Science Génies et sciences	Forestry—Art forestier	Law—Droit	Medicine	Music—Musique	Pharmacy—Pharmacie	Theology—Théologie	Veterinary Medicine Art vétérinaire	Others—Autres	Total
St. Dunstan's.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
King's College.....	15	-	-	-	-	-	-	8	-	-	-	-	-	-	23
Dalhousie.....	49	-	3	17	-	11	-	20	20	2	11	-	-	-	133 ¹
Acadia.....	44	-	-	-	-	-	-	-	-	-	-	-	-	-	44
St. Francis Xavier.....	25	-	-	-	-	-	-	-	-	-	-	-	-	-	25
Total N.S.....	133	-	3	17	-	11	-	28	20	2	11	-	-	-	225
New Brunswick.....	8	-	-	-	-	20	5	-	-	-	-	-	-	-	33
Mount Allison.....	32	-	-	-	-	11	-	-	-	-	-	3	-	-	46 ²
St. Joseph's College.....	9	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Total N.B.....	49	-	-	-	-	31	5	-	-	-	-	3	-	-	88
McGill.....	110	21	46	24	-	158	-	16	126	2	6	-	-	52	513
Bishop's College.....	12	-	-	-	-	-	-	-	1	1	-	2	-	-	15
Laval.....	120	7	11	-	-	-	1	3	47	36	-	6	-	-	231
Montreal.....	-	-	-	-	-	-	-	-	-	230	-	-	-	-	230
Total Que.....	242	28	57	24	-	158	1	19	173	269	6	8	-	52	989
Toronto.....	328	106	-	309	17	242	10	6	200	2	91	-	33	-	1,344
Victoria.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Trinity College.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Western.....	50	-	-	-	-	-	-	-	24	-	-	-	-	12	86
Queen's.....	124	-	10	-	-	116	-	-	39	-	-	3	-	-	292
Ottawa.....	98	-	-	-	-	-	-	-	-	-	-	-	-	-	98
McMaster.....	36	-	-	-	-	-	-	-	-	-	-	5	-	-	41
Total Ont.....	636	106	10	309	17	358	10	6	263	2	91	8	33	12	1,861
Manitoba.....	156	14	-	-	-	24	-	38	23	-	18	-	-	10	283
Saskatchewan.....	87	23	-	-	-	3	-	6	-	-	31	-	-	1	112
Alberta.....	53	12	3	-	-	8	-	20	-	-	21	-	-	5	105
British Columbia.....	106	12	-	-	-	34	-	-	-	-	-	-	-	3	155
All Universities—Toutes universités, 1923	1,195	162	73	350	17	627	16	117	479	273	178	19	33	83	3,818
All Universities—Toutes universités, 1922	1,723	193	45	193	45	323	17	202	335	3	158	104	18	55	3,414
All Universities—Toutes universités, 1921	1,474	158	173	20	-	302	18	137	364	1	132	106	24	24	2,933
All Universities—Toutes universités, 1920	1,796	120	-	133	-	248	16	101	236	1	133	37	8	36	2,865
Four Year Total—Total des quatre années	6,477	652	291	696	62	1,514	67	557	1,414	278	601	266	83	198	13,030

(1) Including 24 diplomas—inclus 24 diplômes.

121.—Universités canadiennes: Diplômes décernés par institution et faculté en 1923 et par chaque faculté individuellement, de 1920 à 1923

Graduate Degrees—Licence et doctorat

Arts, etc.	Agriculture	Commerce	Dentistry—Art dentaire	Education—Pédagogie	Engineering and Applied Science Génies et sciences	Forestry—Art forestier	Law—Droit	Medicine	Music—Musique	Pharmacy—Pharmacie	Theology—Théologie	Veterinary Medicine Art vétérinaire	Others—Autres	Total
10	-	-	-	-	-	-	-	-	-	-	-	-	-	10
17	-	-	-	-	-	-	-	-	-	-	-	-	-	17
8	-	-	-	-	-	-	-	-	-	-	-	-	-	8
5	-	-	-	-	-	-	-	-	-	-	-	-	-	5
2	-	-	-	-	-	-	-	-	-	-	-	-	-	2
42	-	-	-	-	-	-	-	-	-	-	-	-	-	42
4	-	-	-	-	1	3	-	-	-	-	-	-	-	8
2	-	-	-	-	-	-	-	-	-	-	-	-	-	2
8	-	-	-	-	1	3	-	-	-	-	-	-	-	12
35	-	-	-	-	-	-	-	-	-	-	-	-	-	35
2	-	-	-	-	-	-	-	-	-	-	-	-	-	2
35	-	-	-	-	-	-	-	-	-	-	-	-	-	35
300	10	20	73	186	12	7	24	14	22	20	10	9	100	90
372	10	20	73	186	12	7	44	78	22	20	45	9	100	993
78	-	-	-	2	19	-	11	2	1	-	-	-	-	113
-	-	-	-	-	-	-	-	-	-	-	4	-	-	4
-	-	-	-	-	-	-	-	-	6	-	-	-	-	6
4	-	-	-	-	-	-	-	-	-	-	-	-	-	4
13	-	-	-	-	-	-	-	-	-	-	4	-	-	17
55	-	-	-	-	-	-	1	-	-	-	7	-	-	62
8	-	-	-	-	-	-	-	-	-	-	-	-	-	8
158	-	-	-	2	19	-	12	2	7	-	15	-	-	214
13	-	-	-	-	1	-	-	1	-	-	-	-	-	15
16	2	-	-	-	-	-	-	-	-	-	-	-	-	18
13	1	-	-	1	1	-	-	-	-	-	2	-	-	18
14	1	-	-	-	6	-	-	-	-	-	-	-	-	21
646	14	20	73	189	40	10	56	81	29	20	62	9	100	1,348
285	18	40	28	3	32	4	56	85	1	18	30	42	16	653
186	16	10	29	-	51	4	53	61	2	20	46	10	38	526
187	19	-	36	109	21	-	43	17	8	21	40	8	291	800
1,404	67	70	166	301	149	18	208	245	40	79	178	69	445	3,439

(2) Including 14 certificates—inclus 14 diplômes.

122.—Professional and Affiliated Colleges of Canada: Number of Teaching Staff and Students, by individual institutions, 1922-23

122.—Collèges professionnels et affiliés du Canada: Personnel enseignant et étudiants, par institution, 1922-23

Name and Address Nom et adresse	Number of Teaching Staff — Personnel enseignant			Number of Students — Nombre d'étudiants			Affiliation
	Male — Hommes	Female — Femmes	Total	Male — Garçons	Female — Filles	Total	
Prince of Wales College, Charlottetown, P.E.I.....	7	3	10	129	218	347	
Presbyterian College, Halifax, N.S.....	5	—	5	33	2	35	
College of Ste. Anne, Church Point, N.S.....	11	—	11	143	—	143	
Technical College, Halifax, N.S.....	28	19	47	—	—	585	
Agricultural College, Truro, N.S.....	16	—	16	194	326	520	
Holy Heart Theological College, Halifax, N.S.....	10	—	10	77	—	77	
St. Mary's College, Halifax, N.S.....	14	—	14	206	—	206	
Macdonald College, Ste. Anne de Bellevue, Que.....	46	22	68	333	450	783	McGill.
Oka Agricultural School, Que.....	42	—	42	111	—	111	Montreal
Ste-Anne de la Pocatière Agricultural School, Que.....	34	—	34	203	—	203	Laval
Ecole des Hautes Etudes Commerciales, Montréal, Qué.....	20	—	20	407	14	421	Montreal
Presbyterian College, Montreal, Que.....	7	—	7	56	—	56	
Congregational College of Canada, Montreal, Que.....	2	—	2	16	—	16	
Montreal Diocesan Theological College, Montreal, Que. (1922).....	6	—	6	26	—	26	
Wesleyan Theological College, Montreal, Que.....	4	—	4	157	—	157	
Wycliffe College, Toronto, Ont (1921).....	11	1	12	59	—	59	
Knox College, Toronto, Ont.....	13	—	13	144	22	166	
St. Michael's College, Toronto, Ont.....	22	10	32	350	110	460	Toronto
Ontario Agricultural College, Guelph, Ont.....	54	11	65	865	705	1,570	Toronto
Ontario College of Art, Toronto, Ont.....	20	15	35	247	472	719	
Ontario College of Pharmacy, Toronto, Ont. (1922).....	4	—	4	122	22	144	Toronto
Ontario Law School, "Osgoode Hall", Toronto, Ont.....	6	—	6	321	15	336	
Toronto Bible College, Toronto, Ont.....	6	—	6	156	387	543	
Royal College of Dental Surgeons, Toronto, Ont.....	76	7	83	765	12	777	Toronto
Ontario Veterinary College, Guelph, Ont.....	16	—	16	84	—	84	Toronto
Waterloo College and Lutheran Theological Seminary, Waterloo, Ont.....	7	—	7	55	—	55	
Huron College, London, Ont.....	4	—	4	24	1	25	
St. Jerome's College, Kitchener, Ont.....	10	—	10	185	—	185	
Royal Military College, Kingston, Ont. (1922).....	25	—	25	155	—	155	
Brandon College, Brandon, Man. (1922).....	13	8	21	14	199	339	McMaster
Manitoba Law School, Winnipeg, Man.....	10	—	10	75	2	77	Manitoba
Wesley College, Winnipeg, Man.....	18	5	23	241	218	459	Manitoba
Manitoba College, Winnipeg, Man.....	5	1	6	12	3	15	Manitoba
Manitoba Agricultural College, Winnipeg, Man.....	32	8	40	549	455	1,004	Manitoba
Emmanuel College, Saskatoon, Sask.....	4	—	4	41	—	41	Sask'ch.
Gravelbourg College, Gravelbourg, Sask.....	12	—	12	90	—	90	Laval
Presbyterian Theological College, Saskatoon, Sask.....	4	—	4	47	2	49	Sask'ch.
St. Chad's College, Regina, Sask.....	6	—	6	14	—	14	Sask'ch.
Alberta College, South Edmonton, Alta.....	7	2	9	97	31	128	Alberta
Edmonton Jesuit College, Edmonton, Alberta.....	20	—	20	180	—	180	Laval
Robertson College, Edmonton (South), Alberta.....	3	—	3	9	—	9	Alberta
Institute of Technology and Art, Calgary, Alberta (1921).....	19	—	19	657	—	657	
The Anglican Theological College of B.C., Vancouver, B.C.....	6	—	6	18	—	18	B.C.
Columbian Methodist College, New Westminster, B.C.....	9	12	21	57	90	147	Toronto
Classical Colleges of Quebec—							
Chicoutimi (Little Seminary).....	45	—	45	573	—	573	Laval
Joliette (Little Seminary).....	45	—	45	408	—	408	Montreal
L'Assomption Classical College.....	38	—	38	380	—	380	Montreal
Lévis Classical College.....	57	—	57	754	—	754	Laval
Mont Laurier (Little Seminary).....	18	—	18	146	—	146	Laval
Montreal (Loyola) Classical College.....	28	—	28	363	—	363	
Montreal (Ste Marie) Classical College.....	35	—	35	687	—	687	Montreal
Montreal (St. Sulpice) Classical College.....	29	—	29	400	—	400	Montreal
Nicolet (Little Seminary).....	50	—	50	360	—	360	Laval
Québec (Little Seminary).....	61	—	61	821	—	821	Laval
Rigaud Classical College.....	39	—	39	301	—	301	Montreal
Rimouski (Little Seminary).....	38	—	38	287	—	287	Laval
St. Alexandre de la Gatineau Classical College.....	15	—	15	205	—	205	Laval
Ste. Anne de la Pocatière Classical College.....	43	—	43	595	—	595	Laval
St. Hyacinthe (Little Seminary).....	38	—	38	447	—	447	Montreal
St. Jean Classical College.....	32	—	32	288	—	288	Montreal
St. Laurent (Little Seminary).....	55	—	55	579	—	579	Montreal
Ste. Thérèse (Little Seminary).....	25	—	25	396	—	396	Montreal
Sherbrooke (Little Seminary).....	50	—	50	497	—	497	Montreal
Trois-Rivières (Little Seminary).....	43	—	43	464	—	464	Laval
Valleyfield Classical College.....	35	—	35	274	—	274	Montreal
Total.....	1,513	124	1,637	17,075	3,756	21,416	

123.—Colleges of Canada: Number of teaching staff and students by Type of College and Province, 1923

123.—Collèges du Canada: personnel enseignant et étudiants par type de collège et province, 1923

Province	Institutions	Staff—Pers. enseignant			Students—Étudiants			Province
		M.—H.	F.	Total	M.—H.	F.	Total	
Prince Edward Island— Affiliated.....	1	7	3	10	129	218	347	Ile du Prince Édouard— Affiliés
Nova Scotia— Agricultural.....	1	16	—	16	194	326	520	Nouvelle-Ecosse— Agriculture
Technical.....	1	28	19	47	—	—	585	Technique
Theological.....	2	15	—	15	110	2	112	Théologique
Affiliated.....	2	25	—	25	349	—	349	Affiliés
Total, N.S.....	6	84	19	103	653	328	1,566	Total, N.-É.
Quebec— Agricultural.....	3	122	22	144	647	450	1,097	Québec— Agriculture
Theological.....	10	58	—	58	647	—	647	Théologie ¹
Classical.....	21	819	—	819	9,229	—	9,229	Classique
Miscellaneous.....	9	85	—	85	994	14	1,008	Divers ²
Total, Que.....	43	1,084	22	1,106	11,517	464	11,981	Total, Qué.
Ontario— Agricultural.....	1	54	11	65	865	705	1,570	Ontario— Agriculture
Dental, Veterinary, Pharmacy	3	96	7	103	971	34	1,005	Dentaire, vétérinaire, pharmacéutique.
Law.....	1	6	—	6	321	15	336	Droit
Theological.....	5	41	1	42	438	410	848	Théologie
Affiliated.....	2	32	10	42	535	110	645	Affiliés
Miscellaneous.....	2	45	15	60	402	472	874	Divers
Total, Ont.....	14	274	44	318	3,532	1,746	5,278	Total, Ont.
Manitoba— Agricultural.....	1	32	8	40	549	455	1,004	Manitoba— Agriculture
Law.....	1	10	—	10	75	2	77	Droit
Theological.....	1	5	1	6	12	3	15	Théologie
Affiliated.....	2	31	13	44	381	417	798	Affiliés
Total, Man.....	5	78	22	100	1,017	877	1,894	Total, Man.
Saskatchewan— Theological.....	3	14	—	14	107	3	110	Saskatchewan— Théologie
Affiliated.....	1	12	—	12	90	—	90	Affiliés
Total, Sask.....	4	26	—	26	197	3	200	Total, Sask.
Alberta— Technical.....	1	19	—	19	657	—	657	Alberta— Technique
Theological.....	2	10	2	12	106	31	137	Théologie
Affiliated.....	1	20	—	20	180	—	180	Affiliés
Total, Alberta.....	4	49	2	51	943	31	974	Total, Alberta
British Columbia— Theological.....	1	6	—	6	18	—	18	Colombie-Britannique— Théologie
Affiliated.....	1	9	12	21	57	90	147	Affiliés
Total, B.C.....	2	15	12	27	75	90	165	Total, C.-B.
Total— Agricultural.....	6	224	41	265	2,255	1,936	4,191	Total— Agriculture
Technical.....	2	47	19	66	657	—	1,242	Technique ³
Law.....	2	16	—	16	396	17	413	Droit
Dental, Pharmacy and Veterinary	3	96	7	103	971	34	1,005	Dentaire, pharmacéutique et vétérinaire
Theological.....	24	149	4	153	1,438	449	1,887	Théologie
Affiliated for Arts, etc.....	10	136	38	174	1,721	835	2,556	Affiliés pour arts, etc.
Classical.....	21	819	—	819	9,229	—	9,229	Classique ⁴
Miscellaneous.....	11	130	15	145	1,396	486	1,882	Divers
*Total.....	79	1,617	124	1,741	18,063	3,757	22,405	Total

¹ Including six independent institutions not subsidised where superior education is given. ² Including 9 independent schools not subsidised where classical education is given, but not including college for ladies (jeunes filles) which has a registration of over 500. This is included in the registration of Montreal University. ³ Including 585 not specified by sex. ⁴ The classical colleges are nearly all affiliated for Arts, and all but two of the miscellaneous do the work of affiliated colleges but have no regular affiliation.

¹ Comprenant six institutions indépendantes non-subventionnées et donnant l'enseignement supérieur. ² Comprenant 9 écoles indépendantes non-subventionnées donnant l'enseignement classique (mais à l'exclusion du collège pour jeunes filles qui a plus de 500 élèves). Les élèves de ces 9 écoles figurent déjà dans les inscriptions de l'Université de Montréal. ³ Comprenant 585 dont le sexe n'est pas spécifié. ⁴ Les collèges classiques sont presque tous affiliés à la faculté des arts. deux seulement d'entre eux ne sont pas régulièrement affiliés.

124.—Colleges of Canada—Students by Faculties—Collèges du Canada—Étudiants par facultés 1922-23

Name and Address Nom et adresse	Date of Foundation Date de la Fondation	Preparatory Préparatoire		Arts, Pure Science, etc. Lettres, science, etc.		Com- merce	Corres- pondence	Domestic Science Science ménagère	Education Pédagogie	Medicine Médecine	Music Musique	Theology Théologie	Short Courses Cours abrégés		Total
		Under- graduate Courses	Gradu- ate Courses										For Teachers Pour ins- tituteurs	For others Pour autres	
Affiliated—Affiliés—															
College of St. Anne, Church Point, N.S.	1890	71	49	23											143
St. Mary's College, Halifax, N.S.	1841	175	19	13									12		206
Macdonald College, Ste. Anne de Bellevue, Que.	1907			2	74				16				85		401
St. Michael's College, Toronto, Ont.	1852	240	102	8					226						460
St. Jerome's College, Kitchener, Ont.	1864	150	98	7											185
Brandon College, Brandon, Man. (1922)	1869	72	35	3										3	339
Wesley College, Winnipeg, Man.	1877	98	54	3										44	459
Edmonton Jesuit College, Edmonton, Alta.	1913	123	85	—									2	44	180
Columbian Methodist College, New Westminster, B.C.	1892	40	25	—		32								7	147
Theological—Théologiques—															
Presbyterian College, Halifax, N.S.	1820	—	—	—											—
Holy Heart Theological College, Halifax, N.S.	1894	—	—	—											35
Presbyterian College, Montreal, Que.	1865	6	22	15											77
Congregational College of Canada, Montreal, Que.	1739	2	5	—			4			6					56
Montreal Diocesan Theological Col- lege, Montreal, Que. (1922)	1873	11	—	—											16
Wesleyan Theological College, Mont- real, Que.	1872	5	12	—											26
Knox College, Toronto, Ont.	1843	—	—	—											157
Toronto Bible College, Toronto, Ont.	1879	—	—	—											166
Wycliffe College, Toronto, Ont. (1921)	1911	63	—	—											543
Waterloo College and Lutheran Theo- logical Seminary, Waterloo, Ont.	1863	—	—	—											59
Huron College, London, Ont.	1863	—	—	—											74
Manitoba College, Winnipeg, Man.	1871	—	—	—											25
Emmanuel College, Saskatoon, Sask.	1879	13	—	—											15
Presbyterian Theological College, Saskatoon, Sask.	1911	—	—	—											41
St. Glad's College, Regina, Sask.	1907	—	—	—											47
Collège Catholique de Gravel- bourg, Gravelbourg, Sask.	—	90	—	—											14
Alberta College, Edmonton, Alta.	—	82	—	—											90
Robertson College, Edmonton, Alta.	1910	30	—	—											128
The Anglican Theological College of B.C., Vancouver.	—	—	—	—											9
Total		1,391	675	71		32	117	79	242	6	299	552	99	175	4,116

SURVEY OF EDUCATION

91

Name and Address Nom et adresse	Date of Founda- tion Date de la fondation	Sex	Prepa- ratory Prépa- ratoires	Agricul- ture	Com- merce	Engi- neering Génie civil	Corres- pond- ence Corres- pon- dance	Do- mestic Science Science ménage	Short Courses Cours abrégés	Applied Art, etc. Art appli- qué, etc.	Dentistry Art den- taire	Pharm- acy Phar- macie	Veteri- nary Medi- cine Méde- cine véte- rinaire	Law Droit	All others Tous autres	Total
Agricultural—d'agriculture— Agricultural College, Truro, N.S.	1888	M.	—	44	—	—	—	—	For Teachers 50 For other 325 Pour instituteurs 223 Pour autres 59	—	—	—	—	—	—	520
Macdonald College, Ste. Anne de Bellevue, Que.	1907	F.	—	81	—	—	—	—	—	—	—	—	—	—	—	367
Oka Agricultural School, Quebec.	—	F.	—	4	—	—	—	—	—	—	—	—	—	—	—	111
Ste. Anne de la Pocatière Agricultural School, Quebec.	—	M.	—	111	—	—	—	—	—	—	—	—	—	—	—	203
Ontario Agricultural College, Guelph, Ont.	1874	M.	—	123	—	—	—	—	80	—	—	—	—	—	—	1,570
Manitoba Agricultural College, Winnipeg, Man.	1903	M.	—	441	—	—	—	408	49 375 278 17 111 288 308 37	—	—	—	—	—	—	1,004
Technical—Techniques— Technical College, Halifax, N.S.	1907	M.	—	—	—	63	447	—	33	—	—	—	—	—	3,020	585
Institute of Technology and Art, Calgary, Alta., (1921).	1916	F.	416	—	—	—	220	—	21	—	—	—	—	—	—	657
Dental, Pharmacy and Veterinary—Dentaire, pharmaceutique et vétérinaires— Royal College of Dental Surgeons, Toronto, Ont.	1868	M.	—	—	—	—	—	—	52	—	713	—	—	—	—	777
Ontario College of Pharmacy, Toronto, Ont.	1871	M.	—	—	—	—	—	—	—	—	12	122	—	—	—	144
Ontario Veterinary College, Guelph, Ont.	1862	F.	—	—	—	—	—	—	—	—	—	22	84	—	—	84
Law—Loi— Ontario Law School, Osgoode Hall, Toronto, Ont.	—	M.	—	—	—	—	—	—	—	—	—	—	—	321	—	336
Manitoba Law School, Winnipeg, Man.	1914	F.	—	—	—	—	—	—	—	—	—	—	—	15	—	77
Miscellaneous—Variés— Ecole des Hautes Etudes Commerciales, Montreal, Que.	1907	M.	—	—	319	—	—	—	88	—	—	—	—	—	—	421
Ontario College of Art, Toronto, Ont.	1912	F.	18	—	14	—	—	—	—	181	—	—	—	—	18	421
Royal Military College, Kingston, Ont. (1922)	1875	M.	29	—	—	—	—	—	211	182	—	—	—	—	29	719
Total	—	M.	434	940	319	63	220	—	249 1,257 29 1,123	181 713 134 12 363 725	122 84	144 84	396 173	413 29	3,222	7,730

¹ Excluding duplicates.— Sans double emploi.
² Of these 2,978 are in annexed schools and are not included in the total registration.—³ Ci-inclus 2,978 dans écoles annexées qu'on n'inclut pas dans le total inscription.

125.—Colleges of Canada: Classical Colleges of Quebec, 1923

125.—Collèges du Canada: Collèges classiques de Québec, 1923

Classical Colleges Collèges classiques	Affiliated to Affilié à	Date of foundation—Date de la fondation	Teaching staff Person- nel en- seignant	Pupils—Elèves											Government grants— Subventions du gouvernement	Number of volumes in library Nombre de volumes dans la bibliothèque		
				Ecclesiastics or religious— Ecclésiastiques ou religieux— Lay teachers—Laïques	Catholics—Catholiques	Protestants	Age Agés de					Total	Average attendance Présence moyenne	In the Dans le cours				
							7 to 14 years 7 à 14 ans	14 to 16 years 14 à 16 ans	16 to 18 years 16 à 18 ans	Over 18 years Plus de 18 ans	Classical course Classique			Commercial course Commercial			Primary course—Primaire	
Chicoutimi.....	Laval....	1873	45 -	573	-	220	110	130	113	573	539	256	272	45	10,000	15,000		
Joliette.....	Montreal.	1846	40 5	408	-	64	137	91	116	408	381	330	8	70	10,000	20,000		
L'Assomption.....	Montreal.	1832	37 1	380	-	61	117	91	111	380	338	320	33	27	10,000	10,500		
Lévis.....	Laval....	1853	56 1	754	-	216	255	164	119	754	739	236	405	113	10,000	35,000		
Mont-Laurier.....	Laval....	1915	18 -	146	-	32	55	24	35	146	130	53	81	12	10,000	3,000		
Montréal (Loyola).....	Montréal.	1896	16 12	361	2	36	95	121	111	363	340	331	1	32	10,000	13,000		
Montréal (Ste-Marie).....	Montréal.	1848	35 -	686	1	232	225	173	57	687	660	611	76	-	10,000	87,000		
Montréal (St-Sulpice).....	Montréal.	1767	29 -	400	-	-	255	102	43	400	400	400	-	-	25,000	36,000		
Nicolet.....	Laval....	1803	49 1	358	2	62	100	113	85	360	340	336	-	-	25,000	31,400		
Québec (Pet. Sém.).....	Laval....	1663	55 6	821	-	176	265	220	160	821	800	821	-	89	94	10,000	31,400	
Rigaud.....	Montréal.	1851	30 9	300	1	28	102	131	40	301	260	118	54	-	10,000	25,000		
Rimouski.....	Laval....	1855	36 2	287	-	45	70	82	90	287	275	233	-	-	10,000	3,500		
St-Alex. de la Gatineau.....	Laval....	1911	15 -	205	-	30	42	103	30	205	175	205	-	-	10,000	8,000		
St-Alex. de-la-Pocatière.....	Laval....	1827	43 -	595	-	112	185	148	150	595	580	277	318	-	10,000	46,000		
St-Hyacinthe.....	Montréal.	1811	38 -	447	-	130	115	107	95	447	420	447	-	-	10,000	6,500		
St-Jean's—St. John.....	Montréal.	1911	32 -	288	-	54	107	61	66	288	275	97	191	-	10,000	32,000		
St-Laurent—St. Law.....	Montréal.	1847	52 3	579	-	42	190	242	105	579	476	275	304	-	10,000	25,000		
Ste-Thérèse.....	Montréal.	1825	24 1	396	-	85	160	80	71	396	349	350	46	-	10,000	13,500		
Sherbrooke.....	Montréal.	1875	47 3	497	-	151	196	106	44	497	395	184	307	6	10,000	13,500		
Trois-Rivières—Three Rivers.....	Laval....	1860	40 3	464	-	110	124	115	115	464	425	210	254	-	10,000	15,500		
Valleyfield.....	Montréal.	1893	34 1	274	-	96	70	66	42	274	260	146	52	76	10,000	10,000		
Totals—Totaux.....			771	48 9,219	6	1,982	2,975	2,470	1,798	9,225	8,557	6,236	2,436	553	190,000	485,900		

1 Not subsidised by the government—Non subventionné par le gouvernement.

126.—Colleges of Canada: Number of Students attending Colleges outside their Province of Residence, 1922-23

126.—Collèges du Canada: Nombre d'étudiants fréquentant les collèges en dehors de leur province de résidence, 1922-23

Province in which College is Located — Province dans laquelle le collège est situé	Place of Residence of Students—Domicile des étudiants										Dis.	Total
	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Outside Canada		
	I.P.-E.	N.-E.	N.-B.	Qué.					C.-B.	Au- hors du Canada		
P.E.I.—I.P.-E.	—	—	—	—	—	—	—	—	—	—	—	—
N.S.—N.-E.	13	—	99	2	—	4	1	—	—	48	—	167
N.B.—N.-B.	—	—	—	—	—	—	—	—	—	—	—	—
Que.—Qué.	6	15	11	—	162	6	6	—	11	84	—	301
Ont.	3	27	27	36	—	92	77	42	51	128	2	485
Man.	1	—	—	—	21	—	111	5	6	7	—	151
Saskatchewan.	—	2	1	4	11	1	—	2	—	40	—	61
Alberta.	2	2	7	1	17	5	29	—	5	49	—	117
B.C.—C.-B.	—	—	—	—	—	1	2	6	—	3	—	12
Total.	25	46	145	43	211	109	226	55	73	359	2	1,294

127.—Universities of Canada: Financial Statistics, 1922-23.—Universités canadiennes: Statistiques financières, 1922-23

Name and Address Nom et adresse		Value Valeur		Source of Income Sources de revenus					Expenditure Dépenses			
Endow- ments Dota- tions	Lands, Buildings, etc. Terrains et bâti- ments	Scientific Equip- ment Appareils scienti- fiques	Other Property Autres proprié- tés	Total Assets Total d'actif	Invest- ments Place- ments	Gov- ern- ment Municipal Alloca- tions gouver- nement municip- pales	Fees Contri- butions des étudiants	Other Sources Autres sources	Total Income Total des revenus	Current Couran- tes	Capital	Total
\$ —	\$ 280,000	\$ 5,000	\$ 15,000	\$ 300,000	\$ —	\$ —	\$ 45,000	\$ —	\$ 45,000	\$ 45,000	\$ —	\$ 45,000
225,000	200,000	10,000	5,000	440,000	43,796	—	24,412	8,986	77,197	74,653	—	74,653
1,268,000	2,102,000	185,000	—	3,555,000	64,497	1,200	101,894	9,943	177,534	191,600	324,000	515,600
774,899	801,235	30,000	—	1,607,134	43,104	—	28,846	9,851	81,804	89,148	9,870	99,018
874,000	463,548	10,000	58,210	1,405,758	10,578	963	61,503	20,614	93,658	87,658	—	87,658
3,142,899	3,568,783	235,000	63,210	7,007,892	161,975	2,163	216,655	49,400	439,193	443,087	333,870	776,957
30,000	700,000	100,000	100,000	930,000	2,847	25,000	11,789	947	40,583	44,619	—	44,619
550,000	365,180	21,200	21,000	927,380	31,207	6,140	18,581	37,283	93,211	86,069	—	86,069
17,344,210	358,757	6,500	36,000	17,745,467	2,357	—	89,460	12,000	81,460	70,043	21,013	91,056
408,765	8,084,013	1,026,830	157,000	2,258,637	34,054	31,140	99,830	50,239	215,254	200,731	21,013	221,744
—	262,170	1,050	12,456	684,441	18,586	3,500	561,203	131,625	1,722,761	1,064,988	455,350	2,120,338
1,971,898	1,703,475	386,179	90,000	3,451,552	84,320	73,394	144,545	21,428	323,887	306,723	74,661	381,384
19,024,823	10,949,636	1,414,059	102,456	31,491,046	1,078,142	131,794	725,728	155,331	2,099,995	2,029,133	539,011	2,559,144
1,908,483	8,250,636	—	9,583	10,169,092	62,386	—	380,327	111,472	2,851,185	1,887,924	537,669	2,425,593
1,197,029	1,185,699	—	—	2,382,728	74,588	—	20,961	46,886	142,435	159,312	—	159,312
1,395,069	11,766	40,210	—	1,447,054	67,125	—	38,809	8,043	113,977	113,977	—	113,977
2,182,538	3,334,585	298,500	—	5,525,623	51,402	—	167,884	75,646	505,932	504,432	—	504,432
107,400	3,400,000	100,000	—	1,107,400	6,060	1,291,800	42,195	7,719	1,347,774	247,172	666,621	913,783
—	1,084,000	—	—	1,084,000	—	—	102,754	48,000	150,754	175,000	—	175,000
1,022,159	466,830	20,267	—	1,509,256	51,056	—	33,231	—	84,387	90,359	—	90,359
7,782,678	15,033,816	398,986	9,583	22,223,063	312,617	3,799,896	726,161	297,766	5,196,344	3,178,176	1,204,290	4,382,466
1,600,000	2,000,000	—	—	3,600,000	35,996	—	121,958	2,353	510,111	479,849	—	479,849
1,99,449	3,204,042	—	—	3,303,491	1,314	—	27,079	11,945	1,014,184	546,586	441,335	987,941
—	3,577,632	540,034	123,598	4,241,174	43,498	696,141	58,783	522,570	1,099,572	1,049,873	43,498	1,084,371
39,500	547,621	211,032	144,913	934,086	26,400	445,000	61,739	20,238	553,369	598,892	37,686	546,583
32,239,399	40,583,489	2,931,831	615,670	76,361,389	1,699,800	6,429,883	2,142,943	1,109,826	11,155,202	8,472,328	2,611,723	11,084,051

¹ Interest bearing investments. ² The value of scientific equipment of St. Francis Xavier University including the building is \$110,000. ³ Including board. ⁴ Including MacDonald College and Royal Victoria College. ⁵ The value of lands and buildings of the University of Toronto includes scientific equipment, endowments, cash on hand; of other property includes special govern-
ment grants for contingent funds. ⁶ Value of equipment (\$30,219) includes other equipment as well as scientific. ⁷ The total assets of Western University do not include the value of Library.
¹ Placements portant intérêt. ² Y compris les bâtiments qui les contiennent, les appareils scientifiques de l'Université St-François-Xavier ont une valeur de \$110,000. ³ Pension comprise.
⁴ Comprenant le Collège Macdonald et le Collège Royal Victoria. ⁵ La valeur des terrains et bâtiments de l'Université de St-François-Xavier comprennent celle de l'outillage scientifique, les donations et
l'argent en caisse; la valeur des autres propriétés comprend les allocations spéciales du gouvernement. ⁶ La valeur des appareils scientifiques (\$30,219) embras se aussi l'aménagement.
⁷ La valeur de la bibliothèque de l'Université Western ne figure pas dans ce total.

DOMINION BUREAU OF STATISTICS

128.—Colleges of Canada: Financial Statistics, 1922-23—Collèges du Canada: Statistiques financières, 1922-23

Name—Nom ¹	Assets—Actif					Sources of income—Sources de revenus					Expenditure—Dépenses		
	Endow- ment Dotations	Land and Buildings Terrains et bâtiments	Scientific Equipment Appareils scientifiques	Other Property Autres propriétés	Total Assets Total d'actif	Invest- ments Place- ments	Government Grants Allocations des gou- vernements	Fees Contribu- tions des étudiants	Other Sources Autres sources	Total Income Total des revenus	Current Courantes	Capital Capital	Total
Presbyterian College.....	\$ 163,365	\$ 111,250	\$ —	\$ 65,000	\$ 339,615	\$ 10,891	\$ —	\$ —	\$ 18,866	\$ 29,757	\$ 35,825	\$ —	\$ 35,825
College of Sainte-Anne.....	—	200,000	3,000	—	203,000	—	143,029	18,000	—	18,000	18,000	—	18,000
Technical College, Halifax.....	—	246,000	214,000	—	460,000	—	69,707	4,380	—	147,409	147,409	4,405	151,814
Agricultural College, Truro.....	—	400,000	25,000	—	425,000	—	69,707	—	—	69,707	69,707	3,521	73,228
Holy Heart Theological College.....	—	—	—	—	300,000	—	—	17,325	—	17,325	23,125	—	23,125
St. Mary's College.....	—	155,000	3,000	—	158,000	—	—	21,500	5,350	26,850	26,000	1,000	27,000
Total, N.S.....	163,365	1,112,250	245,000	65,000	1,885,615	10,891	212,756	61,205	24,216	309,945	320,066	8,926	328,992
Macdonald College.....	4,000,000	3,500,000	250,000	—	7,750,000	200,000	10,000	21,740	206,260	438,000	454,546	—	454,546
Ecole des Hautes Etudes Commerciales.....	—	655,344	41,594	—	696,938	—	65,000	9,119	1,719	75,838	91,144	—	91,144
Presbyterian College, Montreal.....	386,271	180,000	—	15,000	561,271	22,000	—	70	7,719	29,789	37,463	2,000	39,463
Montreal Diocesan Theological College.....	—	—	—	—	—	—	—	—	—	—	—	—	—
Congregational College of Canada.....	138,064	80,000	7,000	—	225,064	8,628	—	—	5,438	14,066	14,071	—	14,071
Total, Que.....	4,504,335	4,415,344	298,594	15,000	9,233,273	230,628	75,000	30,929	221,136	557,695	597,224	2,000	599,224
Knox College, Toronto, Ont.....	463,727	700,000	—	—	1,163,727	26,850	—	260	20,927	48,037	48,801	—	48,801
*Ontario Agricultural College.....	—	2,000,000	—	—	2,000,000	—	353,072	—	—	353,072	353,072	—	353,072
Ontario College of Art.....	—	124,781	—	—	124,781	333	25,000	11,265	1,129	37,728	37,343	—	37,343
Ontario Law School.....	—	—	—	—	—	—	—	51,149	—	51,149	26,332	—	26,332
Toronto Bible College.....	25,000	—	—	—	100,000	1,787	—	1,885	12,914	16,586	16,519	—	16,519
Royal College of Dental Surgeons of Ont.....	—	375,000	100,000	—	475,000	—	50,780	123,338	67,738	241,876	198,967	8,841	207,808
Ontario Veterinary College.....	—	275,000	10,000	—	285,000	75	49,000	7,500	—	56,575	48,000	—	48,000
Huron College.....	81,656	44,137	—	7,000	132,793	8,847	—	3,727	6,057	18,630	14,117	4,438	18,555
St. Jerome's College.....	40,000	250,000	—	—	290,000	2,000	—	45,000	—	47,000	40,000	7,000	47,000
Total, Ont.....	610,383	3,768,918	110,000	7,000	4,571,301	39,892	477,852	244,124	108,785	870,653	783,151	20,279	803,430
The Manitoba Law School.....	—	—	—	—	—	—	—	7,233	9,812	17,045	—	—	17,045
Wesley College.....	303,078	725,412	—	29,294	1,057,784	21,128	—	13,021	24,342	58,491	76,179	—	76,179
Manitoba College.....	200,378	306,000	—	—	506,378	15,409	—	251	27,059	42,719	57,574	—	57,574
Manitoba Agricultural College.....	—	—	—	—	4,000,000	—	155,226	115,733	—	270,959	270,959	—	270,959
Total, Man.....	503,456	1,031,412	—	29,294	5,564,162	36,537	155,226	136,298	61,213	389,214	404,712	—	421,757

128.—Colleges of Canada: Financial Statistics, 1922-23—Collèges du Canada: Statistiques financières, 1922-23—Concluded

Name—Nom ¹	Assets—Actif					Sources of income—Sources de revenus					Expenditure—Dépenses		
	Endow- ment — Dotations	Land and Buildings — Terrains et bâtiments	Scientific Equipment — Appareils scientifiques	Other Property — Autres propriétés	Total Assets — Total d'actif	Invest- ments — Place- ments	Government Grants — Allocations des gou- vernements	Fees — Contrib- utions des étudiants	Other Sources — Autres sources	Total Income — Total des revenus	Current — Courantes	Capital — Capital	Total
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Emmanuel College.....	—	80,000	—	9,000	89,000	591	—	526	26,481	27,598	27,598	—	27,598
Presbyterian Theological College.....	7,384	130,000	—	—	137,384	641	—	3,907	5,200	9,748	9,768	—	9,768
St. Chad's College.....	—	142,913	—	1,150	144,063	—	—	23,622	11,727	27,349	37,359	9,990	37,349
Collège Catholique de Gravelbourg.....	7,384	352,913	—	10,150	370,447	1,232	—	30,055	43,408	74,695	64,725	9,990	74,715
Total Sask.....													
Alberta College.....	2,000	183,000	1,000	—	186,000	—	—	6,500	4,525	11,025	11,000	450	11,450
Edmonton Jesuit College.....	—	190,000	1,000	10,000	201,000	—	—	35,907	4,285	41,255	41,163	—	41,163
Robertson College.....	50,626	19,632	—	—	70,258	7,895	—	—	3,203	11,098	7,633	—	7,633
Total, Alberta.....	52,626	392,632	2,000	10,000	457,258	7,895	—	42,407	13,106	63,408	59,798	450	60,248
Anglican Theological College, of B.C.....	52,896	20,347	—	—	73,243	2,584	—	2,532	7,536	12,65	13,792	—	13,792
Columbian Methodist College.....	10,000	130,995	1,575	2,899	145,469	609	1,311	5,519	2,247	9,716	8,736	—	8,736
Total, B.C.....	62,896	151,342	1,575	2,899	218,712	3,193	1,311	8,081	9,783	22,365	22,528	—	22,528
Grand Total.....	5,904,445	11,224,811	657,160	139,313	22,300,798	330,268	922,125	553,030	481,617	2,287,079	2,252,204	41,615	2,310,904

¹ For address see Table 122. ² Net expenditure after receipts from farm to the amount of \$13,696, forwarded to the government were deducted. ³ Figures of 1922.
¹ Pour l'adresse voir tableau 122. ² Dépenses nettes, après déduction des recettes de la ferme (\$13,696) transmises au gouvernement. ³ Chiffres de 1922.

NOTE:—The discrepancy of \$4,375,000 between the total assets and sum of the items is due to 3 unspecified items. That between total expenditure and the sum of current and capital is due to \$17,045 unspecified.
 NOTE:—La différence de \$4,375,000 entre l'actif total et le montant des items est due à 3 items non spécifiés. La contradiction entre les dépenses totales, les dépenses courantes et le capital doit être attribuée à \$17,045 non spécifiés.

129.—Universities and colleges of Canada: Financial Statistics, 1922-23—Universités et collèges du Canada: Statistiques financières, 1922-23

	Source of Income—Sources de revenus										Expenditure—Dépenses			Universités et collèges
	Endow- ments — Dota- tions	Total Assets — Total d'actif	Invest- ments — Place- ments	Gov. and Municipal Grants	Fees	Other Sources	Total Income	Current — Courante	Capital	Total				
				Alloca- tionsgouv. et munic.	Contribu- tions des étudiants	Autres sources	Total des revenus							
Universities—														
State controlled.....		\$ 3,688,432	\$ 23,177,753	\$ 172,245	\$ 4,786,986	\$ 661,655	\$ 689,518	\$ 6,069,184	\$ 4,508,744	\$ 1,060,208	\$ 5,568,952	Universités— Sous contrôle d'état. Neutres. Congrégationnelles.		
Other undernominal.....		20,872,148	37,543,076	1,096,995	1,588,900	873,176	224,933	3,754,004	2,608,192	1,445,971	4,054,163			
Denominational.....		7,689,819	15,040,560	424,560	83,997	608,085	215,375	1,332,014	1,355,392	105,544	1,460,936			
Total Universities.....		32,230,399	76,361,380	1,693,800	6,429,883	2,142,943	1,109,826	11,155,202	8,472,328	2,611,723	11,084,051	Total, universités.		
Colleges—												Colleges— Pour agriculture. Techniques. Pour loi. Dentaires, pharmaceutiques et vétéri- naires. Théologiques. Affiliés. Classiques. Variés. Total, collèges. Grand total.		
Agricultural.....		4,000,000	14,175,000	200,000	588,005	137,473	206,260	1,131,738	1,148,284	3,521	1,151,805			
Technical.....		—	460,000	—	143,029	4,380	—	147,409	147,409	4,405	151,814			
Law.....		—	—	—	—	58,382	9,812	68,194	26,332	—	43,387			
Dental, Pharmacy and Veterinary.....		—	760,000	75	99,780	130,838	67,758	298,451	246,967	8,841	255,808			
Theological.....		1,551,367	4,028,797	106,123	—	62,605	157,651	326,379	344,645	16,878	361,523			
Affiliated for Arts, etc.....		353,078	2,055,253	23,737	1,311	138,977	37,317	201,342	210,080	8,000	218,080			
Classical.....		—	—	—	—	—	—	—	—	—	—			
Miscellaneous.....		—	821,718	333	90,000	20,384	2,845	113,565	128,487	—	128,487			
Total Colleges.....		5,904,445	22,300,768	330,268	922,125	553,039	481,646	2,287,078	2,252,204	41,645	2,310,904			
Grand Total Universities and Colleges.....		38,134,844	98,662,157	2,024,068	7,352,008	2,695,982	1,591,472	13,442,280	10,724,532	2,653,368	13,394,955			

130.—Universities and Colleges of Canada: Number of Students by Faculties, Etc., 1922-23

Name of Faculty—Faculté										Universities—Universités				Colleges—Collèges				Total (excluding duplicates)— (sans double emploi)	
Institutions		Students—Étudiants			Institutions	Students—Étudiants			Institutions	Students—Étudiants			Total		Students—Étudiants		Total		
		M.—H.	W.—F.	Total		M.—H.	W.—F.	Total		M.—H.	W.—F.	Total							
Preparatory Courses—Cours préparatoires en lettres, etc.	8	5,188	3,377	8,565	18	1,664	190	1,854	26	6,852	3,567	10,419	6,852	3,567	10,419				
Undergraduate Courses in Arts and Pure Science—Lettres, etc., pour baccalauréat.	22	7,048	3,690	10,738	10	438	237	675	27	7,605	4,025	11,630	7,605	4,025	11,630				
Graduate Courses—Cours de licence.	19	1,024	421	1,445	5	62	9	71	23	1,073	428	1,511	1,073	428	1,511				
Medicine—Médecine.	13	3,061	143	3,204	1	6	—	6	14	3,067	143	3,210	3,067	143	3,210				
Engineering and Applied Science—Génie et science appliquée.	13	2,378	1	2,379	1	63	—	63	14	2,441	1	2,442	2,441	1	2,442				
Music—Musique.	5	463	672	1,135	4	59	240	299	9	522	912	1,434	522	912	1,434				
Theology—Théologie.	13	990	14	1,004	20	523	37	560	33	1,513	51	1,564	1,513	51	1,564				
Social Service—Œuvres sociales.	3	71	439	510	—	—	—	—	3	71	439	510	71	439	510				
Commerce.	7	798	23	821	2	351	14	365	8	830	23	853	830	23	853				
Law—Droit.	8	589	16	605	2	396	17	413	9	922	31	953	922	31	953				
Pharmacy—Pharmacie.	7	350	23	373	1	122	22	144	8	472	45	517	472	45	517				
Banking—Banque.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—				
Dentistry—Art dentaire.	4	447	3	450	1	713	12	725	5	1,160	15	1,175	1,160	15	1,175				
Architecture.	4	52	14	66	—	—	—	—	4	52	14	66	52	14	66				
Agriculture.	7	687	329	1,016	6	940	6	946	10	1,334	10	1,352	1,334	10	1,352				
Education—Pédagogie.	2	446	853	1,299	1	16	228	244	8	1,404	595	1,997	1,404	595	1,997				
Household Science—Science ménagère.	3	—	555	555	4	—	598	598	4	—	1,085	1,085	—	1,085	1,085				
Nursing—Puériculture.	4	—	149	153	—	—	—	—	—	—	149	149	—	149	149				
Forestry—Sylviculture.	3	93	—	93	—	—	—	—	3	93	—	93	93	—	93				
Veterinary Medicine—Médecine vétérinaire.	1	19	—	18	1	84	—	84	2	103	—	103	103	—	103				
Short courses for Teachers—Cours abrégés pour instituteurs.	7	—	—	1,176	8	261	1,210	1,471	15	2,074	—	2,647	2,074	—	2,647				
Short courses for others—Cours abrégés pour autres.	9	—	—	2,074	13	1,328	2,338	1,566	9	—	—	1,768	—	—	1,768				
Correspondence—Correspondance.	4	—	—	1,700	5	—	—	1,566	20	—	—	1,768	—	—	1,768				
All Other Courses—Tous autres.	5	—	—	1,368	2	473	29	202	7	—	—	1,570	—	—	1,570				

13.—PRIVATE SCHOOLS—ÉCOLES PRIVÉES

131.—Private Elementary and Secondary Schools in Canada: General summary by Provinces, 1933

131.—Écoles élémentaires et secondaires privées au Canada: Résumé général par provinces, 1933

Province	Number of institutions — Nombre d'institutions	Number on teaching staff — Nombre du personnel enseignant	No. of Pupils in Residence — Internes			Number of Pupils enrolled — Nombre d'élèves inscrits				Total
			Boys — Garçon	Girls — Filles	Total	In Elem-entary grades	In Second-ary grades	Special work only	Unspec-ified by grades	
						Degrés élém-entaires	Degrés secon-daires	Cours spéciaux	Non spéci-fiés par degré	
P.E.I.—I.P.—E.....	4	18	—	25	25	618	42	—	—	660
N.S.—N.—E.....	7	107	184	345	529	653	389	114	—	1,156
N.B.—N.—B.....	3	30	80	84	164	274	127	17	—	418
Ont.....	38	465	959	1,277	2,236	2,578	3,109	655	133	6,475
Man.....	3	21	—	72	72	234	208	63	—	505
Sask.....	40	100	—	—	—	2,032	615	—	9	2,656
Alta.....	21	122	605	469	1,074	1,334	671	237	—	2,242
B.C.—C.—B.....	6	60	—	176	176	842	347	52	—	1,241
Total.....	122	923	1,828	2,448	4,276	8,565	5,508	1,138	142	15,353

132.—Private Elementary and Secondary Schools: Distribution of Secondary Grade Pupils by Subjects of Study, 1933

132.—Écoles élémentaires et secondaires privées: répartition des élèves secondaires par sujets d'études, 1933

Subjects	Grade IX		Grade X		Grade XI		Grade XII		Special		Total	Matières
	Degré		Degré		Degré		Degré		Spécial			
	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.		
Algebra.....	314	794	237	458	441	652	176	135	26	28	3,255	Algèbre
Arith. and Mens.....	277	525	77	417	144	46	34	26	10	12	1,568	Arithmétique
Botany.....	64	326	16	222	—	42	13	4	—	—	687	Botanique
Chemistry.....	40	50	141	96	304	550	67	86	—	5	1,339	Chimie
Civics.....	172	436	25	110	24	117	24	55	—	89	1,052	Droit civique
Eng. Comp.....	346	817	334	674	396	703	161	233	18	249	3,931	Comp. anglaise
Eng. Liter.....	338	827	332	674	392	726	283	249	13	98	3,923	Littérature anglaise
French.....	277	776	296	627	337	576	137	189	12	89	3,212	Français
French (oral).....	94	424	130	392	142	452	82	161	—	81	1,958	Français (oral)
Elem. Science.....	195	500	73	310	6	6	—	—	—	—	1,090	Sciences élémentaires
Geog. general.....	187	500	94	115	101	26	53	12	—	1	1,083	Géog. générale
Geog. Physical.....	56	215	125	202	17	33	—	1	—	12	661	Géog. physique
Geometry.....	179	256	327	577	394	589	146	141	8	12	2,629	Géométrie
German.....	47	17	60	58	24	57	14	9	1	2	289	Allemand
Greek.....	3	—	25	—	16	—	10	10	1	—	65	Grec
Hist. Ancient.....	83	85	89	95	342	545	62	93	—	11	1,405	Histoire ancienne
Hist. British.....	112	195	239	239	315	429	64	105	—	6	1,704	Hist. britannique
Hist. Can.....	236	593	149	112	123	148	38	23	—	2	1,424	Hist. du Canada
Hist. Church.....	29	322	25	251	22	372	26	155	—	93	1,295	Hist. de l'Eglise
Hist. European.....	—	—	—	76	103	96	2	5	1	4	287	Hist. européenne
Hist. French.....	—	—	—	—	—	26	—	—	—	4	30	Hist. de France
Latin.....	279	783	289	546	313	537	94	165	—	26	3,020	Latin
Physics.....	151	102	68	110	259	347	88	118	—	5	1,248	Physique
Physiology.....	—	71	—	—	—	—	—	—	—	—	71	Physiologie
Psychology.....	—	—	—	—	—	26	24	3	—	52	105	Psychologie
Religious Instruction.....	147	699	159	546	—	—	63	188	8	271	2,681	Instruction religieuse
Spanish.....	—	13	3	24	1	34	3	21	—	—	99	Espagnol
Spanish (Oral).....	—	13	—	12	—	5	—	5	—	—	35	Espagnol (oral)
Italian.....	—	—	—	—	—	—	—	—	—	—	—	Italien
Swedish.....	—	—	—	—	—	—	—	—	—	—	—	Suédois
Trigonometry.....	2	—	10	—	38	35	74	63	8	7	237	Trigonométrie
Zoology.....	—	237	11	174	—	—	13	14	—	—	449	Zoologie
Book-Keeping.....	4	31	48	20	13	7	5	—	—	106	234	Tenue des livres
Business Law.....	3	29	44	17	—	1	—	—	—	91	185	Droit commercial
Shorthand.....	1	26	19	48	—	4	—	7	—	166	271	Sténographie
Typewriting.....	1	25	24	51	—	10	5	7	—	164	287	Dactylographie
Agriculture.....	—	17	1	4	19	25	—	—	—	—	66	Agriculture
Art.....	61	351	57	290	19	34	—	8	—	79	899	Art
Domestic Science.....	—	131	—	86	—	126	—	15	—	42	400	Science ménagère
Elocution.....	21	153	16	128	18	145	24	32	—	67	604	Elocution
Manual Training.....	53	83	24	40	21	63	21	12	—	—	317	Travaux manuels
Mechanical Drawing.....	31	23	8	—	10	1	—	3	—	12	96	Dessin linéaire
Military Drill.....	87	134	103	89	126	88	35	31	—	—	693	Exercices militaires
Music.....	79	384	48	262	27	303	29	122	4	349	1,607	Musique
Physical Culture.....	206	540	206	470	259	520	138	186	8	298	2,831	Culture physique
Total sampled.....	469	840	443	672	462	768	207	269	128	527	4,785	Total, ainsi classifié

133.—Private, Elementary and Secondary Schools in Canada; Teachers' Classification, Experience and Salaries, 1923
133.—Écoles élémentaires et secondaires privées au Canada; Catégoric, expérience et moyenne de traitement des instituteurs, 1923

Classification, Experience and Salaries Diplôme, expérience et traitement	Class of Work taught and Sex Catégorie et sexe									
	Elementary Elémentaires		Secondary Secondaires		Technical Techniques		Unspecified Non spécifiés		Total	
	M-H	F.	M-H	F.	M-H.	F.	M-H.	F.	M-H.	F.
Classification—Diplôme— University Graduates—Universitaires.....	12	10	98	88	12	54	—	—	122	152
Academic—Académique.....	—	6	—	4	—	—	—	—	—	10
First Class—1ère classe.....	5	8	2	23	1	2	—	—	8	33
Second Class—2ème classe.....	3	12	4	9	—	—	—	—	22	29
Other Classes—Autres.....	21	6	8	18	11	38	—	6	25	83
Religious—Religieux.....	4	27	—	12	10	26	6	22	20	87
Class not given—Non spécifiés.....	7	43	13	15	9	31	4	69	33	158
Total.....	37	127	125	169	43	152	10	97	215	545
Experience— Under—Sous 2 years—ans.....	4	3	11	2	3	4	—	—	18	9
2-10 ".....	16	51	26	50	11	40	—	—	53	141
11-20 ".....	3	24	23	36	8	29	2	3	36	92
21 and over—et plus.....	7	9	33	34	6	19	2	5	48	67
Unspecified—Non spécifiée.....	7	40	32	47	15	60	6	89	60	236
Total.....	37	127	125	169	43	152	10	97	215	545
Salaries—Traitements— Under—Moins de \$1,000.....	5	40	9	27	9	28	4	3	27	98
\$1,000 and under—et moins de \$1,500.....	8	23	7	29	25	23	—	—	40	75
\$1,500 " " " \$2,000.....	3	5	22	19	2	4	1	—	28	56
\$2,000 " " " \$2,500.....	4	8	11	3	2	2	2	—	19	13
\$2,500 " " " \$3,000.....	1	1	8	13	—	2	1	1	10	17
\$3,000 " " " \$4,000.....	6	10	14	—	—	2	1	1	21	34
\$4,000 and over—ou plus.....	4	7	8	—	—	—	—	—	12	7
Salaries not given—traitement non indiqué.....	6	33	46	78	5	91	1	92	58	294
Total.....	37	127	125	169	43	152	10	97	215	545

M—Males—H—Hommes.

DOMINION BUREAU OF STATISTICS

134.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in 8 provinces (Quebec not included) by grade, sex and age 1923

134.—Écoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, 1923

Grade Degré	Sex Sexe	Age—Âge																				Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
1K.—E.M....	B.—G.....	50	79	14	11	1	—	—	—	—	—	—	—	—	—	—	—	—	—	155		
	G.—F.....	50	114	41	57	10	3	—	—	—	—	1	—	—	—	—	—	—	—	276		
I.....	B.—G.....	15	128	184	100	47	16	4	2	3	2	1	—	—	—	—	—	—	1	504		
	G.—F.....	32	239	337	134	53	26	10	4	3	2	1	1	—	—	—	—	—	—	845		
II.....	B.—G.....	—	39	55	98	85	44	14	5	4	—	—	—	—	—	—	—	—	—	347		
	G.—F.....	3	55	168	220	126	34	12	5	2	2	—	—	—	—	—	—	—	—	629		
III.....	B.—G.....	—	—	14	53	93	86	31	19	8	7	—	—	—	—	—	—	—	—	311		
	F.—F.....	—	4	25	205	212	11	72	13	3	3	1	—	—	—	—	—	—	—	651		
IV.....	B.—G.....	—	—	—	—	11	39	66	64	34	47	6	—	—	—	—	—	—	—	268		
	G.—F.....	—	1	13	41	166	202	94	65	20	11	1	2	1	—	—	—	—	—	617		
V.....	B.—G.....	—	—	—	—	3	40	40	69	45	27	42	3	2	2	1	—	—	—	275		
	G.—F.....	—	—	—	4	29	161	203	99	53	47	15	4	3	3	—	—	—	—	621		
VI.....	B.—G.....	—	—	—	—	1	11	56	63	41	19	43	4	1	2	2	—	—	—	245		
	G.—F.....	—	—	—	—	3	39	161	196	120	44	50	7	3	2	2	—	—	2	627		
VII.....	B.—G.....	—	—	—	—	—	3	7	11	72	57	49	23	5	2	3	—	—	—	266		
	G.—F.....	—	—	—	—	1	12	41	142	154	85	48	40	11	3	1	—	—	—	538		
VIII.....	B.—G.....	—	—	—	—	—	2	17	44	56	81	47	32	42	17	2	2	—	14	346		
	G.—F.....	—	—	—	—	—	4	13	93	178	200	102	35	65	50	25	9	16	21	574		
IX.....	B.—G.....	—	—	—	—	—	—	—	2	20	117	132	117	65	50	25	9	16	21	574		
	G.—F.....	—	—	—	—	—	—	—	3	30	184	282	229	167	36	14	3	8	15	961		
X.....	B.—G.....	—	—	—	—	—	—	—	—	6	14	72	166	107	62	28	29	18	46	548		
	G.—F.....	—	—	—	—	—	—	—	—	6	37	146	216	187	109	46	16	8	14	785		
IX.....	B.—G.....	—	—	—	—	—	—	—	—	—	6	38	133	128	76	42	23	85	531			
	G.—F.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	867		
XII.....	B.—G.....	—	—	—	—	—	—	—	—	1	3	42	122	231	224	161	36	18	29	867		
	G.—F.....	—	—	—	—	—	—	—	—	—	—	1	13	44	103	70	32	14	30	307		
	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	281		
	G.—F.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	130		
1Spe.—Spé....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	332		
	G.—F.....	—	—	—	—	—	—	—	—	—	—	1	17	47	81	103	59	6	18	332		
Total.....	B.—G.....	65	246	267	276	315	272	268	310	374	421	463	438	399	246	138	71	208	4,777			
	G.—F.....	85	413	584	661	590	592	609	654	757	869	811	786	811	568	433	163	98	8,740			
Total.....		150	659	851	937	905	864	877	964	1,131	1,290	1,274	1,224	967	679	301	138	306	13,517			
Unclassified by grades—Non classifiés par degré.....																				1,837		
Grand total.....																				15,354		

135.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in Prince Edward Island by grade, sex and age, 1923

135.—Écoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge. Ile du Prince-Edouard, 1923

Grade — Degré	Sex — Sexe	Age—Âge																				Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
1K.—E. M.	B.—G.	19	35	4	8	1	—	—	—	—	—	—	—	—	—	—	—	—	—	67		
	G.—F.	16	57	5	51	10	3	—	—	—	—	—	—	—	—	—	—	—	—	142		
I.	B.—G.	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2		
	G.—F.	—	17	75	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	92		
II.	B.—G.	—	34	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	34		
	G.—F.	—	28	15	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	43		
III.	B.—G.	—	—	2	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11		
	G.—F.	—	—	5	49	17	3	—	—	—	—	—	—	—	—	—	—	—	—	74		
IV.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	27	—	—	—	—	—	—	—	—	—	—	—	—	—	27		
V.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	3	13	15	6	4	1	1	1	—	—	—	—	—	—	44		
VI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	13	8	2	3	1	1	—	—	—	—	—	28		
VII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	11	5	—	—	—	—	—	—	—	—	—	16		
VIII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	3	6	8	4	1	—	—	—	—	—	—	22		
IX.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	1	6	3	8	—	—	—	—	—	—	18		
X.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	5	9	9	—	—	—	—	—	—	24		
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Total.	B.—G.	19	69	8	17	1	—	—	—	—	—	—	—	—	—	—	—	—	—	114		
	G.—F.	16	102	100	100	57	19	28	28	18	23	18	20	—	—	—	—	—	—	530		
	Total.	35	171	108	117	58	19	28	28	18	23	18	20	—	—	—	—	—	—	644		
Unclassified by grades—Non classifiés par degré.																				16		
Grand total.																				660		
																				Boys—Garçons.	16	
																				Girls—Filles.	—	

1 K.—Kindergarten: Spe.—Special.—E. M. =Ecole Maternelle: Spé.=Spécial.

2 Including those under 5 years of age.—Y compris moins de 5 ans.

3 Including over 21 years of age.—Y compris plus de 21 ans.

136.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in Nova Scotia by grade, sex and age, 1923

136.—Écoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Nouvelle-Ecosse, 1923

Grade Degré	Sex Sexe	Age—Âge																				Total
		5 ²	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 ³				
1K.—E. M.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
I.	B.—G.	2	16	6	3	3	1	—	—	—	—	—	—	—	—	—	—	—	—	31		
	G.—F.	—	36	1	5	6	6	1	—	—	—	—	—	—	—	—	—	—	—	55		
II.	B.—G.	—	1	7	3	1	2	2	1	—	—	—	—	—	—	—	—	—	—	17		
	G.—F.	—	1	21	8	3	—	—	1	1	—	—	—	—	—	—	—	—	—	35		
III.	B.—G.	—	—	1	3	8	4	3	—	—	—	—	—	—	—	—	—	—	—	19		
	G.—F.	—	—	—	14	7	6	—	—	—	1	—	—	—	—	—	—	—	—	28		
IV.	B.—G.	—	—	—	—	3	4	4	2	3	—	—	—	—	—	—	—	—	—	16		
	G.—F.	—	—	—	—	11	9	3	4	—	3	1	—	—	—	—	—	—	—	31		
V.	B.—G.	—	—	—	—	2	2	2	—	1	—	—	1	—	—	—	—	—	—	6		
	G.—F.	—	—	—	1	1	17	11	4	2	—	2	—	—	—	—	—	—	—	38		
VI.	B.—G.	—	—	—	—	2	1	5	5	3	2	1	—	—	—	—	—	—	—	19		
	G.—F.	—	—	—	—	1	9	23	16	1	1	—	—	—	—	—	—	—	—	51		
VII.	B.—G.	—	—	—	—	—	3	4	3	1	5	8	1	1	—	—	—	—	—	26		
	G.—F.	—	—	—	—	—	—	—	12	12	14	8	3	5	1	—	—	—	—	55		
VIII.	B.—G.	—	—	—	—	—	1	6	8	5	1	2	—	—	—	—	—	—	—	23		
	G.—F.	—	—	—	—	—	—	2	16	14	6	3	3	—	—	—	—	—	—	44		
IX.	B.—G.	—	—	—	—	—	—	—	—	9	13	11	8	—	1	—	2	1	—	48		
	G.—F.	—	—	—	—	—	—	—	—	3	4	21	12	10	4	1	—	—	—	52		
X.	B.—G.	—	—	—	—	—	—	—	—	—	3	9	12	9	4	6	1	3	—	47		
	G.—F.	—	—	—	—	—	—	—	—	—	2	20	4	8	3	3	—	—	—	40		
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	1	12	16	5	6	1	6	—	47		
	G.—F.	—	—	—	—	—	—	—	—	—	2	7	3	12	11	1	—	—	—	36		
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	3	—	—	—	—	—	3		
1Spe.—Spé.	B.—G.	—	—	—	—	—	—	—	—	—	4	10	27	32	19	16	5	6	—	119		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	41	13	26	8	6	3	—	60		
Total.	B.—G.	2	17	14	9	15	19	22	22	24	29	43	62	58	29	28	9	16	—	418		
	G.—F.	—	37	22	28	28	39	24	46	51	58	57	27	48	42	12	6	3	—	528		
Total		2	54	36	37	113	58	46	68	75	87	100	89	106	71	40	15	19	—	946		
Unclassified by grades—Non classifiés par degré.																				Boys—Garçons.		210
Grand total.																				Girls—Filles.		1,156

137.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in New Brunswick, by grade, sex and age, 1923

137.—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Nouveau-Brunswick, 1923

Grade Degré	Sex Sexe	Age—Âge																			Total
		5 ²	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 ³			
K.—E. M.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
I.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	24	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	29		
II.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	24	4	—	—	—	—	—	—	—	—	—	—	—	—	—	28		
III.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	23	24	—	—	—	—	—	—	—	—	—	—	—	—	47		
IV.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	16	26	—	—	—	—	—	—	—	—	—	—	—	42		
V.	B.—G.	—	—	—	—	—	1	2	—	—	—	—	—	—	—	—	—	—	3		
	G.—F.	—	—	—	—	—	11	22	—	—	—	—	—	—	—	—	—	—	33		
VI.	B.—G.	—	—	—	—	—	1	2	6	—	—	—	1	—	—	—	—	—	10		
	G.—F.	—	—	—	—	—	—	11	13	—	—	—	—	—	—	—	—	—	24		
VII.	B.—G.	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	3		
	G.—F.	—	—	—	—	—	—	—	3	—	2	—	—	—	—	—	—	—	18		
VIII.	B.—G.	—	—	—	—	—	—	—	6	—	—	—	—	—	—	—	—	—	14		
	G.—F.	—	—	—	—	—	—	—	—	15	16	3	—	—	—	—	—	—	23		
IX.	B.—G.	—	—	—	—	—	—	—	—	4	8	7	2	1	—	—	—	—	19		
	G.—F.	—	—	—	—	—	—	—	—	12	3	9	—	—	—	—	—	—	24		
X.	B.—G.	—	—	—	—	—	—	—	—	—	—	4	7	8	—	—	—	—	20		
	G.—F.	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	21		
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11		
	G.—F.	—	—	—	—	—	—	—	—	—	11	—	8	6	4	—	—	—	17		
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	17		
	G.—F.	—	—	—	—	—	—	—	—	—	—	11	—	—	—	—	—	—	4		
Spé.—Spé.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Total.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	84		
	G.—F.	—	24	29	27	40	37	33	16	31	30	23	19	13	8	4	—	—	334		
Total		—	24	29	27	40	39	37	29	38	43	35	30	29	14	4	—	—	418		

¹ Kindergarten: Spe.=Special.=E. M.=Ecole Maternelle; Spé.=Spécial.

² Including those under 5 years of age.—Y compris moins de 5 ans.

³ Including over 21 years of age.—Y compris plus de 21 ans.

DOMINION BUREAU OF STATISTICS

133.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Ontario, by grade sex and age, 1923

133.—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Ontario, 1923

Grade Degré	Sex Sexe	Age—Âge																				Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22				
I ^K —E. M.	B.—G.	4	—	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10		
	G.—F.	5	6	15	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	26		
II	B.—G.	4	29	31	26	12	2	1	—	—	—	—	—	—	—	—	—	—	—	105		
	G.—F.	13	56	71	37	9	3	1	—	—	—	—	—	—	—	—	—	—	—	190		
III	B.—G.	—	1	7	8	10	24	1	—	—	—	—	—	—	—	—	—	—	—	51		
	G.—F.	1	16	28	36	39	16	2	2	—	—	—	—	—	—	—	—	—	—	140		
IV	B.—G.	—	—	2	2	10	15	32	5	4	5	5	—	—	—	—	—	—	—	78		
	G.—F.	—	2	3	39	43	29	49	4	1	—	1	—	—	—	—	—	—	—	171		
V	B.—G.	—	—	—	8	10	6	6	8	32	3	—	—	—	—	—	—	—	—	70		
	G.—F.	—	1	8	17	28	26	15	29	3	2	—	—	—	—	—	—	—	—	129		
VI	B.—G.	—	—	—	—	3	6	10	14	6	5	30	—	—	—	—	—	—	—	74		
	G.—F.	—	—	—	—	34	36	40	26	9	33	2	—	—	—	—	—	—	—	181		
VII	B.—G.	—	—	—	—	—	3	35	8	9	2	28	—	—	1	—	—	—	—	86		
	G.—F.	—	—	—	—	3	22	50	35	24	5	31	—	—	—	—	—	—	—	171		
VIII	B.—G.	—	—	—	—	—	1	5	47	16	18	8	25	1	—	—	—	—	—	121		
	G.—F.	—	—	—	—	—	10	26	56	33	18	12	26	1	—	—	—	—	—	182		
IX	B.—G.	—	—	—	—	—	—	4	10	19	30	16	13	32	1	—	—	—	—	125		
	G.—F.	—	—	—	—	—	—	1	8	32	84	51	24	10	4	12	—	—	—	227		
X	B.—G.	—	—	—	—	—	—	—	1	12	78	64	50	41	13	14	—	—	—	283		
	G.—F.	—	—	—	—	—	—	3	28	113	164	138	75	8	4	1	1	—	—	535		
XI	B.—G.	—	—	—	—	—	—	—	5	9	38	109	47	22	12	10	8	10	—	270		
	G.—F.	—	—	—	—	—	—	—	—	2	17	91	117	89	57	14	1	—	—	389		
XII	B.—G.	—	—	—	—	—	—	—	—	—	5	23	81	51	27	18	6	33	—	244		
	G.—F.	—	—	—	—	—	—	—	—	—	2	30	55	160	137	114	19	4	3	524		
I ^{Spe} —Spé.	B.—G.	—	—	—	—	—	—	—	—	—	—	1	8	23	76	48	9	4	6	175		
	G.—F.	—	—	—	—	—	—	—	—	—	—	3	6	59	43	55	14	5	3	188		
Total	B.—G.	8	30	46	55	53	78	72	100	173	193	251	231	196	107	39	19	50	1,701			
	G.—F.	19	81	126	129	156	143	194	214	286	398	403	462	313	269	82	22	23	3,320			
Total		27	111	172	184	209	221	266	314	459	591	654	693	509	376	121	41	73	5,021			
Unclassified by grades—Non classifiés par degré																				246		
Grand total																				5,267		
																				6,475		

133.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during the year in Manitoba, by grade, sex and age, 1923

133.—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Manitoba, 1923

Grade Degré	Sex Sexe	Age—Âge																				Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
I ^K —E.M.	B.—G.	4	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11
	G.—F.	3	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6
I	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	17	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	30
II	B.—G.	—	—	—	8	10	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	24
	G.—F.	—	—	2	11	10	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	25
III	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	1	12	11	—	1	—	—	—	—	—	—	—	—	—	—	—	—	25
IV	B.—G.	—	—	—	—	2	10	9	—	2	1	—	—	—	—	—	—	—	—	—	—	28
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
V	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VI	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VII	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VIII	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
IX	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
X	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
XI	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
XII	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
I ^{Spe} —Spé.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	B.—G.	4	7	—	—	—	—	—	—	—	—	3	6	2	5	—	1	—	—	—	—	29
	G.—F.	3	20	23	22	30	23	24	19	35	38	52	58	28	18	7	4	9	—	—	—	413
Total		7	27	23	22	30	23	24	19	35	41	58	60	33	18	8	4	10	—	—	—	442
Unclassified by grades—Non classifiés par degré																						63
Grand total																						505

¹ Kindergarten: Spé.—Special.—E. M.—Ecole Maternelle; Spé.—Spécial.

² Including those under 5 years of age.—Y compris moins de 5 ans.

³ Including over 21 years of age.—Y compris plus de 21 ans.

140.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Saskatchewan, by grade, sex and age, 1923

140.—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année par degré, sexe et âge, Saskatchewan, 1923

Grade Degré	Sex Sexe	Age—Âge																				Total	
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21					
I.....	B.—G..	7	56	91	47	24	10	2	1	3	1	—	—	—	—	—	—	—	242				
	G.—F..	17	66	72	46	20	8	6	3	2	—	—	—	—	—	—	1	—	241				
II.....	B.—G..	—	2	16	36	36	16	10	2	3	—	—	—	—	—	—	—	1	122				
	G.—F..	—	5	31	61	34	12	8	1	—	1	—	—	—	—	—	—	—	153				
III.....	B.—G..	—	—	7	17	39	31	19	14	2	1	—	—	—	—	—	—	—	130				
	G.—F..	—	—	3	32	54	36	15	9	2	1	—	—	—	—	—	—	—	153				
IV.....	B.—G..	—	—	—	3	14	31	36	23	10	6	—	1	—	—	—	—	—	124				
	G.—F..	—	—	2	7	25	50	45	23	10	3	—	1	—	—	—	—	—	165				
V.....	B.—G..	—	—	—	—	3	12	25	21	13	8	—	—	—	—	1	—	—	84				
	G.—F..	—	—	—	2	4	24	40	25	20	4	7	1	2	—	—	—	—	129				
VI.....	B.—G..	—	—	—	—	1	4	8	16	12	7	8	1	1	1	1	—	—	60				
	G.—F..	—	—	—	—	—	6	14	51	26	10	5	1	1	1	—	—	—	114				
VII.....	B.—G..	—	—	—	—	1	2	—	6	8	13	4	2	—	—	1	—	1	40				
	G.—F..	—	—	—	—	1	2	5	12	13	10	8	—	—	3	1	—	—	55				
VIII.....	B.—G..	—	—	—	—	—	1	3	8	8	20	19	5	8	4	4	—	11	89				
	G.—F..	—	—	—	—	—	3	1	14	27	37	27	9	1	3	4	3	2	131				
IX.....	B.—G..	—	—	—	—	—	—	—	—	5	11	21	9	3	10	4	2	13	78				
	G.—F..	—	—	—	—	—	—	—	1	6	22	15	27	13	9	1	4	8	106				
X.....	B.—G..	—	—	—	—	—	—	—	—	1	6	14	24	15	10	13	4	20	107				
	G.—F..	—	—	—	—	—	—	—	1	1	13	12	21	12	5	4	3	6	78				
XI.....	B.—G..	—	—	—	—	—	—	—	—	—	—	3	7	10	8	7	6	28	69				
	G.—F..	—	—	—	—	—	—	—	1	1	5	14	12	26	12	4	3	13	91				
XII.....	B.—G..	—	—	—	—	—	—	—	—	—	—	5	11	11	8	6	4	12	57				
	G.—F..	—	—	—	—	—	—	—	—	—	1	2	—	6	7	7	4	2	29				
†Spe.—Spé.....	B.—G..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—				
	G.—F..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—				
Total.....	B.—G..	7	58	114	103	118	107	103	91	65	73	75	60	49	41	35	17	86	1,202				
	G.—F..	17	72	108	148	138	141	134	141	108	107	90	72	64	37	20	18	31	1,445				
	Total.	24	130	222	251	256	248	237	232	173	180	165	132	113	78	55	35	117	2,647				
Unclassified by grades—Non classifiés par degré.....																				Boys—Garçons		9	
																				Girls—Filles...		—	
Grand total.....																						2,656	

142.—Private Elementary and Secondary Schools: Distribution of Pupils enrolled during year in British Columbia, by grade, sex and age, 1923

142.—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Colombie Britannique, 1923

Grade Degré	Sex Sexe	Age—Âge																				Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
IX.—E.M.....	B.—G.....	14	27	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	42		
	G.—F.....	11	26	14	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	55		
I.....	B.—G.....	—	2	15	14	2	1	—	—	—	—	—	—	—	—	—	—	—	—	34		
	G.—F.....	—	3	46	29	4	1	—	—	—	—	—	—	—	—	—	—	—	—	83		
II.....	B.—G.....	—	—	3	10	7	—	—	—	—	—	—	—	—	—	—	—	—	—	20		
	G.—F.....	2	4	11	38	7	1	—	—	—	—	—	—	—	—	—	—	—	—	63		
III.....	B.—G.....	—	—	—	—	7	7	—	—	—	—	—	—	—	—	—	—	—	—	14		
	G.—F.....	—	2	9	18	25	11	3	—	—	—	—	—	—	—	—	—	—	—	68		
IV.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	3	14	26	42	14	6	6	2	—	—	—	—	—	—	—	—	113		
V.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	—	1	12	26	24	20	10	6	—	1	—	—	—	—	—	—	100		
VI.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	—	—	—	6	29	15	20	15	6	—	—	—	—	—	—	—	100		
VII.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	—	—	—	—	5	12	19	16	13	8	1	—	—	—	—	—	74		
VIII.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	—	—	—	—	—	2	25	13	33	22	9	3	—	—	—	—	107		
IX.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	—	—	—	—	—	—	2	21	26	27	23	13	1	—	—	—	113		
X.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	—	—	—	—	—	—	—	13	9	15	24	19	11	1	—	—	92		
XI.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	—	—	—	—	—	—	—	—	2	23	18	14	14	3	3	1	78		
XII.....	B.—G.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Total.....	B.—G.....	14	29	19	24	16	8	—	—	—	—	—	—	—	—	—	—	—	—	110		
	G.—F.....	13	35	83	104	74	87	77	80	111	109	106	83	50	26	4	3	1	—	1,046		
Total.		27	64	102	128	90	95	77	80	111	109	106	83	50	26	4	3	1	—	1,156		
Unclassified by grades—Non classifiés par degré.....																				{ Boys—Garçons Girls—Filles ..		30 55
Grand total.....																						1,241

¹ Kindergarten: Spe.=Special.—E. M.=Ecole Maternelle: Spé.=Spécial.
² Including those under 5 years of age.—Y compris moins de 5 ans.
³ Including over 21 years of age.—Y compris plus de 21 ans.

143.—Business Colleges (Private) in Canada: General Summary by provinces for the year ended June 30, 1923

143.—Collèges commerciaux (privés) du Canada: Résumé par provinces, 1923

Description	N.S. N.-E.	N.B. N.-B.	Que.	Ont.	Man.	Sask.	Alta.	B.C. C.-B.	Total	Description
Number of Colleges reporting..	3	4	17	50	5	8	4	5	105	Nombre de collèges.
Number on teaching staff.....	10	15	127	248	32	20	38	18	517	Nombre d'instituteurs.
Number of Students:										Nombre d'étudiants:
Day Courses.....	326	393	2,090	4,751	945	435	1,626	501	11,067	Cours du jour.
Night Courses.....	130	200	953	3,398	895	241	456	308	6,581	Cours du soir.
Total.....	456	593	3,043	8,149	1,840	676	2,082	809	17,648	Total.
Males, specified.....	196	131	817	2,604	729	214	836	314	5,841	Elèves, jeunes gens.
Females, specified.....	260	268	1,138	4,361	1,111	462	1,246	495	9,341	Elèves, jeunes filles.
Subjects offered:										Sujets:
Arithmetic, commercial.....	240	219	1,275	2,296	117	64	277	102	4,590	Arithmétique commerciale.
Arithmetic of Investment.....	240	135	871	422	212	—	—	29	1,909	Arithmétique de placement.
Auditing.....	38	135	59	298	—	—	—	—	530	Comptabilité.
Banking.....	176	135	130	842	—	—	30	—	1,313	Banque.
Book-keeping.....	188	202	971	2,961	464	129	262	59	5,236	Tenue des livres.
Business practice.....	189	165	625	2,294	6	136	335	256	4,006	Pratique des affaires.
Business organization and management.....	69	135	67	610	—	—	—	22	903	Organisation et gérance.
Civics.....	—	—	—	225	—	—	83	—	308	Histoire civique.
Commercial Law.....	240	180	269	1,815	137	102	128	68	2,975	Droit commercial.
Commercial Geography.....	59	—	157	51	—	55	—	25	347	Géographie commerciale
Correspondence.....	402	399	1,010	4,367	733	246	575	297	8,029	Correspondance.
Economic Geography.....	—	—	55	4	—	—	—	—	59	Géographie économique.
Economic Theory.....	—	—	84	54	—	50	—	—	188	Théorie économique.
English Literature.....	59	60	203	287	—	50	102	—	761	Littérature anglaise.
English Composition.....	109	60	1,057	1,669	51	59	102	24	3,122	Composition anglaise.
Filing.....	394	375	610	3,249	40	181	420	216	5,485	Classement.
French.....	5	—	1,223	227	—	—	20	—	1,475	Français.
History of Commerce and Industry.....	59	—	73	9	—	—	—	—	141	Histoire du commerce et de l'industrie.
Business papers.....	59	391	688	2,662	9	130	131	258	4,328	Documents commerciaux.
Office Routine.....	109	210	951	3,337	200	90	224	279	5,400	Travail de bureau.
Penmanship.....	373	369	1,210	5,374	793	233	556	253	9,161	Calligraphie.
Rapid Calculation.....	402	399	514	3,020	146	250	410	289	5,430	Calcul rapide.
Secretarial duties.....	6	155	290	693	—	57	—	99	1,300	Secrétariat.
Spelling.....	452	399	1,740	4,824	837	264	557	300	9,373	Orthographe.
Adding Machine.....	182	62	284	1,324	36	102	90	—	2,108	Arithmographie.
Distaphone.....	—	30	24	310	19	60	6	—	449	Dictaphone.
Mechanical Book-keeping.....	—	—	105	349	1	53	14	—	522	Tenue des livres mécanique.
Mimeograph.....	161	—	159	609	—	59	35	19	1,042	Miméographe.
Posting Machine.....	—	—	—	37	—	—	—	—	37	Machine à tenue des livres.
Rapid calculator.....	—	84	204	477	60	30	25	—	880	Calculateur rapide.
Slide Scale.....	—	—	9	—	—	—	—	—	9	Règle barème.
Typewriting.....	257	253	1,165	5,033	937	272	546	293	8,756	Dactylographie.
Shorthand:										Sténographie.
Isaac Pitman.....	217	307	613	3,358	720	318	203	62	5,798	Isaac Pitman.
Gregg.....	—	—	49	1,029	302	147	214	89	1,830	Gregg.
Paragon.....	40	—	166	—	—	—	—	—	206	Paragon.
Boyd.....	—	—	31	—	40	—	—	—	71	Boyd.
Elie.....	—	—	143	—	—	—	—	—	143	Elie.
Graham Pitmanic.....	—	—	—	37	—	—	—	—	37	Graham Pitmanic.
Mack.....	—	—	—	—	—	11	—	—	11	Mack.
Perrault-Duployé.....	—	—	295	28	—	—	—	—	323	Perrault-Duployé.
Barts.....	—	—	235	—	—	—	—	—	235	Barts.
Chaput.....	—	—	225	—	—	—	—	—	225	Chaput.
Total.....	257	307	1,757	4,452	1,062	476	417	151	8,879	Total.
Other Subjects.....	—	—	5,299	374	118	6	—	—	5,797	Autres sujets.

144.—Business Colleges in Canada: Courses, Tuition Fees and Months required for Graduation, 1923

144.—Collèges commerciaux (privés) du Canada: Coût et durée des cours, 1923

A. COLLEGES HAVING 200 STUDENTS AND OVER—COLLÈGES AYANT 200 ÉTUDIANTS ET PLUS

Courses or Combination of Courses offered during year	Students during year Étudiants durant l'année				Tuition Fees Coût des études						Normal Number of months for Graduation		Cours ou combinaison de cours offerts durant l'année		
	No. of Colleges reporting Nombre de collèges	Day Cours du jour		Night Cours du soir		Day Courses Cours du jour		Night Courses Cours du soir		Durée normale des cours pour l'obtention du diplôme					
		M. — H.	F. — F.	M. — H.	F. — F.	No. Reporting— compte	By Month — Mois	For Courses — Cours	No. Reporting— compte	By Month — Mois	For Courses — Cours	No. Reporting— compte		Day Courses — Cours du jour	Night Courses — Cours du soir
Enrolment.....	26	1,748	3,202	1,965	2,022	—	16	4	75	—	30	8	—	10	
General Commercial.....	10	254	133	199	76	—	16	7	83	—	35	15	7	6	
Stenographic.....	18	411	1,467	491	1,128	—	16	7	92	—	38	8	7	6	
Book-keeping.....	8	152	296	380	389	—	16	5	80	—	27	5	6	4	
Typewriting.....	10	132	122	253	333	—	17	5	80	—	27	5	6	4	
Accountancy.....	1	2	—	—	—	—	15	1	—	—	—	1	9	1	
Adding Machine.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Banking.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Civil Service.....	2	—	—	—	—	—	18	1	—	—	—	1	10	1	
Commercial Law.....	—	—	—	—	5	—	18	1	—	—	—	1	8	1	
Correspondence.....	2	—	—	—	—	—	—	—	—	—	—	—	—	—	
Dictaphone.....	—	—	—	—	—	—	14	2	81	—	26	2	7	2	
Economic Theory.....	—	—	—	—	—	—	12	1	63	—	—	1	6	1	
English.....	3	25	80	125	118	—	—	—	—	—	—	—	—	—	
Filing.....	1	—	—	95	68	—	—	—	—	—	—	—	—	—	
French.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
History of Commerce and Industry.....	2	19	—	170	18	—	10	1	160	—	160	1	16	1	
Matriculation.....	7	28	74	109	195	—	17	4	7	—	63	5	11	3	
Office Routine.....	9	46	254	7	13	—	16	3	95	—	18	8	11	3	
Secretarial.....	2	17	2	21	2	—	25	—	84	—	122	1	7	1	
Teleg.	1	—	—	—	—	—	—	—	—	—	—	—	—	—	
Wireless Telegraphy.....	1	2	77	171	10	—	18	—	—	—	—	—	12	—	
Special.....	1	—	—	10	27	—	—	—	—	—	—	—	—	—	
Preparatory.....	1	7	2	38	8	—	15	2	81	—	30	3	8	2	
Clerical.....	1	24	69	—	—	—	18	—	95	—	3	8	8	2	
Business.....	5	220	121	100	58	—	15	—	—	—	—	—	—	—	
Dictaphone.....	1	—	—	—	—	—	20	—	—	—	—	—	—	—	
Penmanship.....	1	1	2	6	6	—	16	1	—	—	63	2	4	2	
Spelling.....	1	—	—	4	1	—	16	1	—	—	—	—	—	—	
Physical Culture.....	1	—	42	66	—	—	16	2	—	—	18	3	5	3	
Arithmetic.....	1	12	4	—	—	—	—	—	—	—	—	—	—	—	

144.—Business Colleges in Canada: Courses, Tuition Fees and Months required for Graduation, 1923

144.—Collèges commerciaux (privés) du Canada: Coût et durée des cours, 1923

B. COLLEGES HAVING 100-199 STUDENTS—COLLÈGES AYANT DE 100 À 199 ÉTUDIANTS

Courses or Combination of Courses offered during year	Students during year Étudiants durant l'année				Tuition Fees Coût des études						Normal Number of months for Graduation		Cours ou combinaison de cours offerts durant l'année		
	Day Courses Cours du jour		Night Courses Cours du soir		Day Courses Cours du jour			Night Courses Cours du soir			Durée normale des cours pour l'obtention du diplôme				
	M. — H.	F. — F.	M. — H.	F. — F.	By Month — Mois	No. Reporting — Nombre rendant compte	For Courses — Cours	No. Reporting — Nombre rendant compte	By Month — Mois	No. Reporting — Nombre rendant compte	For Courses — Cours	No. Reporting — Nombre rendant compte		Day Courses — Cours du jour	Night Courses — Cours du soir
No. of Colleges reporting — Nombre de collèges	549	1,226	451	456	8	17	3	8	6	11	7	14	10	14	
Enrolment.....	24	9	130	60	95	456	17	3	8	6	11	7	14	10	14
General Commercial.....	9	130	60	106	95	456	17	3	8	6	11	7	14	10	14
Stenographic.....	13	52	595	119	491	12	15	5	70	10	15	7	11	10	12
Book-keeping.....	8	100	154	39	28	8	17	5	70	4	9	7	12	10	14
Typewriting.....	8	36	79	29	114	3	16	3	3	3	7	8	14	10	14
Accountancy.....	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Adding Machine.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Banking.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Civil Service.....	1	4	—	—	1	1	20	—	1	6	—	—	—	—	—
Commercial Law.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Correspondence.....	1	—	—	27	17	—	12	—	1	6	—	—	—	—	—
Dictaphone.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economic Theory.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Filing.....	1	15	36	—	—	—	15	—	1	5	—	—	—	—	—
French.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
History of Commerce and Industry.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Matriculation.....	6	5	32	—	—	6	14	4	4	7	6	10	30	30	30
Office Routine.....	5	23	—	—	—	2	13	2	3	7	5	14	24	24	24
Secretarial.....	1	17	1	—	—	2	21	1	—	—	—	3	7	10	10
Telegraphy.....	—	—	—	—	6	—	—	—	—	—	—	1	8	10	10
Wireless Telegraphy.....	1	10	3	—	—	2	12	—	—	6	—	9	10	10	10
Special.....	2	11	30	—	—	2	18	—	—	6	—	8	10	10	10
Clerical.....	2	60	18	7	4	1	16	—	1	6	—	2	8	10	10
Business.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Penmanship.....	1	12	4	—	—	—	15	1	—	7	—	6	8	10	10

14.—INDIAN EDUCATION—INSTRUCTION DES INDIENS

145.—Indian Schools: Classes of Schools, denominations represented and enrolment, 1911 to 1923

145.—Écoles indiennes: Types d'écoles, confessions religieuses et inscriptions, 1911-1923

Year — Année	Schools—Écoles					Enrolment—Inscriptions									
	Total Number of Schools — Nombre total d'écoles	Class of Schools Types d'écoles		Denominations—Confessions religieuses			Number Enrolled Nombre d'élèves inscrits		Average Attendance — Moyenne de fré- quentation quoti- dienne	Percent- age of At- tend- ance — Pourcen- tage de fré- quentation					
		Day — Écoles du jour	Resi- dential — Internats	Com- bined — Pour internes et externes	Undenom- inational — Neutre	Denominations—Confessions religieuses		Number Enrolled Nombre d'élèves inscrits							
						Roman Catholic — Cathol- ique romaine	Church of England — Anglicane	Method- ist — Métho- diste			Presby- terian — Presby- térienne	Salvation Army — Armée du Salut	Boys — Garçons	Girls — Filles	Total
1911	324	251	73	—	—	118	93	45	15	2	5,807	5,583	11,390	6,763	60.44
1912	325	251	74	—	—	119	94	46	15	2	5,648	5,655	11,303	6,538	60.49
1913	326	249	77	—	—	121	93	45	15	2	5,631	5,613	11,244	6,929	62.18
1914	333	256	77	—	—	126	91	50	13	2	5,908	5,806	11,714	7,218	61.92
1915	335	257	78	—	—	129	91	49	13	2	6,367	6,101	12,468	8,711	69.87
1916	345	269	76	—	—	133	96	49	12	2	6,528	6,271	12,799	8,906	69.59
1917	341	265	76	—	—	127	97	48	14	2	6,167	6,011	12,178	8,573	69.53
1918	339	264	75	—	—	127	95	45	12	2	6,211	6,202	12,413	8,573	69.46
1919	322	248	74	—	—	123	84	49	11	1	5,966	5,986	11,952	7,533	63.02
1920	321	247	74	—	—	123	88	48	9	1	6,020	6,076	12,096	7,626	62.56
1921	326	251	75	—	—	127	90	46	8	1	6,219	6,349	12,568	8,723	69.47
1922	321	250	71	—	—	126	88	44	11	1	6,005	6,438	13,021	8,668	69.46
1923	340	255	72	13	—	122	96	44	12	1	6,951	6,792	13,723	9,106	66.58

By Provinces, 1923—Par provinces, 1923

	2	2	-	-	3	-	2	-	-	-	-	20	17	37	15
P.E.I.-I. du P.-E.	2	2	-	-	-	-	2	-	-	-	-	145	148	293	144
N.S.-N.-E.	14	11	-	-	-	-	11	-	-	-	-	145	148	293	144
N.B.-N.-B.	11	11	-	-	-	-	11	-	-	-	-	141	141	279	161
Que.-Qué.	32	31	-	-	-	-	16	-	-	-	-	812	787	1,599	1,034
Ont.	95	81	-	-	-	-	45	-	-	-	-	1,968	3,850	3,850	2,360
Man.	53	40	-	-	-	-	24	-	-	-	-	1,010	1,982	2,002	1,309
Sask.	21	18	-	-	-	-	10	-	-	-	-	746	753	1,499	1,147
Alta.	25	6	-	-	-	-	13	-	-	-	-	525	549	1,074	886
B.C.	60	43	-	-	-	-	15	-	-	-	-	1,330	1,300	2,630	1,760
N.W.T.-T.N.O.	8	5	-	-	-	-	4	-	-	-	-	99	131	230	171
unkon.	9	7	-	-	-	-	-	-	-	-	-	135	104	239	139

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